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TROY SCHOOL DISTRICT #287

2000 - INSTRUCTION

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2000 - INSTRUCTION

TROY SCHOOL DISTRICT #287

2000 - INSTRUCTION

Goals **2000**

The Board of Trustees recognizes its obligation and duty to provide an educational program equally available to all young people of the District. The Board of Trustees believes that all students should have the opportunity to be educated to the extent of their abilities, aptitudes, capabilities, and interests through a program that recognizes and provides for the individual differences of all students of the School District. Innovation and change, based upon thorough research, study, deliberation, and evaluation, shall be encouraged.

The objectives for the educational program are:

- To foster self-discovery, self-awareness, and self-discipline.
- To develop an awareness of and appreciation for cultural diversity.
- To stimulate intellectual curiosity and growth.
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and respect for individual and group differences.
- To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- To develop the fundamental skills which will provide a basis for lifelong learning.
- To be free of any sexual, cultural, ethnic, or religious bias.

The administrative personnel are responsible for apprising the Board of the educational program's current and future status. The Superintendent should prepare periodic reports that include:

- A review and evaluation of the present curriculum;
- A projection of curriculum and resource needs;
- An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
- A plan for new or revised instructional program implementations; and
- A review of present and future facility needs.

A major goal of the Troy School District 287 and the Board of Trustees is the academic and job skill development of students in kindergarten through the senior year. Scholastic development of the student shall take precedent over other activities offered to students within the district's programs.

Parents and patrons are encouraged to visit classrooms when better understanding of the educational processes effecting their children's education is desired. At such times, the parents are encouraged to make arrangements with the teacher for visitation (and to check in at the office). While parents are visiting the classroom, they should refrain from interaction with the teacher or class unless called upon by the teacher.

Legal Reference:
I.C. 33-506

Policy History:
Adopted on: 1/8/07
Revised on: 11/12/07, 12/8/08

Curriculum Development and Assessment **2100**

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the District's educational philosophy, mission statement, objectives and goals. This process includes aligning the curriculum to allow students to successfully achieve the standards adopted by the Board, as measured by appropriate assessments.

The Board of Trustees permits participation by all stakeholders in the process of aligning curriculum, adopting curriculum materials, and evaluating the assessments of student achievement.

Development and Assessment

A written sequential curriculum shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards and District education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program.

In all program areas and at all levels, the District shall assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. The District shall use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. These may include, but are not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

All courses of instruction shall comply with state statutes and the rules of the State Board of Education.

Curriculum Development and Assessment (continued) **2100**

Cross Reference: 2000 Goals
2110 Objectives

Legal Reference:
I.C. 33-512A District curricular materials adoption committees
I.C. 33-1601 et seq. Courses of Instruction
I.C. 67-2340 – 67-2347
IDAPA 08.02.01 et seq. Rules of the State Board of Education

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Lesson Plan **2110**

To insure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans must be prepared at least two days in advance of the actual class presentation. The format for the lesson plan will be specified by the building Principal and shall be reviewed on a regular basis. The plan book or computer plan must be readily available when a substitute teacher is needed.

Legal Reference:
I.C. 33-506

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Program Evaluation and Diagnostic Tests **2120**

The Board strives to achieve efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for the District's instructional program;
2. A provision for staff, resources and support to achieve the stated expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Superintendent. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices containing any questions about a student's or the student's family's personal beliefs and practices in family life, morality and religion shall be administered unless the parent has been notified and given the opportunity to excuse the student's participation.

Legal Reference:

20 U.S.C 1232h Protection of Pupil Rights
I.C. 1601 *et seq.* Courses of Instruction

Policy History:
Adopted on: 12/8/08
Revised on:

Research Studies **2130**

The District recognizes the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of the instructional program in the school system as well as growth in the profession and growth for individual teachers and researchers.

Simultaneously, the District recognizes that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies that are of the greatest value to the District should be allowed to be conducted in the school system.

All research proposals from outside sources will be submitted in prospective form, with the instruments attached, to the Superintendent at least three (3) weeks prior to the date on which the research study is to be conducted. The prospectus will include the researcher's name, address and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data and the distribution of the study. The Superintendent will approve or disapprove all research studies. Approval will be based on educational significance, project design, and disruption to the regular school process. The primary criteria in approving research studies will be the value to the District. A final copy of the study will be provided free of charge to the District.

No test, questionnaire, survey, or enumeration containing questions about a pupil's or his parent's personal beliefs, practices in sex, family life, morality and religion will be administered without Board approval.

Policy History:
Adopted on: 12/8/08
Revised on:

Troy School District 287

2000-INSTRUCTION **2140**

Student and Family Privacy Rights

Surveys - General

Surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Personally identifiable information from student education records may be disclosed to an educational agency or institution in order to:

1. Develop, validate, or administer predictive tests;
2. Administer student aid programs; or
3. Improve instruction.

In such cases, the school or District shall enter into a written agreement with the receiving organization. The study must not allow identification of individual parents or students by anyone other than representatives of the organization with legitimate interests in the information and the information must be destroyed when it is no longer needed for study purposes.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey:

1. That is created by a person or entity other than a District official, staff member, or student;
2. Regardless of whether the student answering the questions can be identified; and
3. Regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;

4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including:

1. A student's or parent's first and last name;
2. A home or other physical address, including street name and the name of the city or town;
3. Telephone number; or
4. A Social Security identification number.

The District shall not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The District, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities; and
6. Student recognition programs.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the District office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years of age or is an emancipated minor.

NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1). Therefore, ISBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.

Cross References:	2520	Selection, Adoption, Use, and Removal of Curricular Materials
	3200	Student Rights and Responsibilities
	3500	Student Health, Physical Screenings, and Examinations
	4175	Required Annual Notices
	4250	Education Research
Legal References:	20 USC § 1232h	FERPA: Protection of Pupil Rights
	34 CFR Part 99	Implementing FERPA

Policy History:
Adopted on: 12/08/08, 12/11/2023
Revised on: 11/13/2023
Reviewed on: 11/13/2023

Copyright **2150**

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio, visual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research.

While the District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of District staff to abide by the District's copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. The District cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the District's procedures or is permissible under the law should contact the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

It is further the policy of this district that:

1. Unlawful copies of copyrighted materials may not be produced on district-owned equipment.

2. Unlawful copies of copyrighted materials may not be used or distributed with district- owned equipment, on district property, or at district-sponsored functions.

Failure on the part of an employee or student to follow the copyright laws may result in disciplinary action, up to and including termination of employment or student expulsion. Additionally, any employee or student who willfully disregards copyright laws does so at his or her own risk and assumes all liability for his or her actions.

Legal Reference:
17 USC 101 to 1010 Federal Copyright Law of 1976.

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Copyright Compliance **2150P**

Throughout this procedure, "copies" shall refer to electronic as well as physical copies.

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one per pupil for classroom use if the copying meets the tests of "brevity, spontaneity, and cumulative effect" set by the following guidelines.

1. **Brevity:**

    A. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.

    B. Complete articles, stories, or essays of less than 2,500 words or excerpts from prose works less than 1,000 words or 10 percent of the work, whichever is less, may be copied; in any event, the minimum is 500 words. Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.

    C. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. "Special" works cannot be reproduced in full; this includes children's books combining poetry, prose, or poetic prose.

2. **Spontaneity:** Should be at the "instance and inspiration" of the individual teacher.

3. **Cumulative Effect:** Teachers are limited to using copied material for only one course in the school in which copies are made. No more than one short poem, article, story, or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical issue during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

4. **Record Keeping:** Each school employee shall maintain personal records regarding each school year's annual cumulative effect use. Further, an individual employee shall maintain records of permission they have received to duplicate copyrighted materials. These materials shall be retained for five years. Copies of site licenses, network licenses, and other permission to copy computer software will be maintained by the District's Technology Personnel.

Each copy must include a clear and obvious notice of copyright. The provisions of this policy are applicable to any form of copyrighted materials, including electronically provided copies of materials.

Copyright Compliance (continued) **2150P**

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. "Consumable" works include workbooks, exercises, standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints, or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority." Teachers may show copyrighted materials to the class for instructional purposes using such devices as a projector, interactive white board, or similar display.

Digital Technology/Distance Learning

The District may send copyrighted materials as part of any distance learning classes, provided use complies with guidelines set forth in federal regulations and the following criteria are met:

1. The performance and/or display is a regular part of instruction; and

2. Technical measures are used to reasonably prevent recipients keeping material beyond the class session or distributing it. Such measures may include:

    A. Ensuring the material is only sent to students enrolled in the course;
    B. Requiring an assigned password or login to access the materials and ensuring such passwords or logins are disabled as soon as the material is no longer needed by the students enrolled in the course;
    C. Disabling the print function for any copyrighted materials;
    D. Including a watermark on copyrighted materials.
    E. Streaming copyrighted materials to students rather than providing it as a file saved to a website.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection and a published work in order to replace it because it is damaged, deteriorated, lost, or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

Copyright Compliance (continued) **2150P**

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than ten percent of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. Printed musical works which have been purchased may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed, or are otherwise not available.

Copyrighted Video

A school or District's media center is responsible for the maintenance of a school's obtained copyrighted video, audio, or multi-media materials. Such center may reproduce one copy of a copyrighted work and distribute such in accordance with applicable provisions of the law.

Distance learning is subject to copyright guidelines if copyrighted material is copied or recorded during a transmitted lesson.

Copies made by a private individual of a rented or broadcast video are considered to be illegally made and may not be used for instructional purposes unless such use meets the fair-use test.

Rental video recordings and other optical media labeled with a "home use only" warning may not be used in any District classroom or school activity, including any extracurricular activity, unless such use is specifically permitted in the corresponding rental agreement.

Closed-circuit distribution of a copyrighted work to classrooms in a school is legal, so long as the transmission is used for instructional activity and not entertainment.

Off-air recording of broadcast programs is permitted to educational institutions for programs broadcast to the general public. Recordings of pay cable TV services and satellite broadcasts available at an extra charge are not allowed without permission from the copyright owner.

Copyright Compliance (continued) **2150P**

Authorized Reproduction and Use of Copyrighted Materials on Websites

No information or graphics may be posted on any school system official website in violation of any copyright laws. The Superintendent or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential of being considered an infringement.

Legal Reference: Pub. L. 94–553 Copyright Act of 1976

Procedure History:
Adopted on: 12/13/2021
Revised on:
Reviewed on: 11/8/2021

Citizenship **2160**

A thorough system of public schools has been defined by the Idaho Legislature as one in which the importance of acquiring the skills to enable students to be responsible citizens of their homes, schools, and communities is emphasized.

Schools in this district are required to provide instruction and activities necessary for students to acquire these skills. Such instruction and activities will be incorporated into the existing curriculum.

Instruction in citizenship, the Constitution of the United States, and American flag and national colors will be provided in all elementary and secondary grades, as required by the State Board of Education.

Instruction relating to citizenship will include lessons on the role of a citizen in a constitutional republic, how laws are made, how officials are elected, and the importance of voting and of participating in government, as well as the importance of obeying and respecting statutes lawfully enacted by the Idaho Legislature and the United States Congress.

Instruction relating to the American flag will include the proper use, display, and history of and respect for the flag and national colors. Additionally, the instruction will include the pledge of allegiance to the flag, and the words and music of the national anthem and the song "America."

The United States flag will be displayed in every classroom in the district during school hours of each school day, and the pledge of allegiance or the national anthem will be offered at the beginning of each school day in grades one (1) through twelve (12). However, students will not be compelled, against their objection or those of the student's parent or guardian, to recite the pledge of allegiance or sing the national anthem.

Legal Reference:
I.C. 33-1602
IDAPA 08.02.03.700

Policy History:
Adopted on: 1/8/07
Revised on:

Computer Science **2161**

NOTE: Effective fiscal year 2020

The District shall ensure that all students in grades 9 through 12 have the opportunity to take at least one computer science course during normal instructional hours at the school at which they are enrolled.

Such courses shall be aligned with the Idaho content standards for computer science and may be delivered online, in person, or via a combination of both forms of instruction.

Legal Reference: I.C. § 33-1634 Computer Science
IDAPA 08.02.03.105.01. Credit Requirements

Policy History: Adopted
on: 8/12/2019
Revised on:
Reviewed on:

Communication **2165**

A thorough system of public schools in Idaho has been defined by the Idaho Legislature as one in which the skills necessary to communicate effectively are taught.

Communication skills enabling students to be responsible citizens of their homes, schools, and communities will be emphasized throughout the curriculum. The teaching and demonstrating of effective communication skills will be exemplified throughout this district's educational program.

Each year, age-appropriate classroom, school, and community activities will be provided to all students for the purpose of developing written and oral communication skills with individuals and groups. Good listening skills are a critical component of the communication process.

Legal Reference:
I.C. 33-1612
IDAPA 08.02.03.129

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Workforce Skills **2167**

It is the policy of this District to provide the opportunity for development of workforce skills to all students so as to provide a thorough system of public education within the district.

Academic skills, self-management, individual and teamwork skills, and thinking/information skills, as defined by the State Board of Education rules, shall be integrated into the curriculum, as appropriate, for the student population and subject matter. This district shall provide students an opportunity to develop vocational-technical skills by offering a variety of vocational- technical courses to middle school and high school students as determined to best meet the needs of the student population.

To provide all students with an opportunity to become contributing community and family members, this district shall incorporate life skills in the curriculum. The curriculum may include such topics as homemaking skills, balancing work and family responsibilities, and entrepreneurial skills.

This district shall have a program that allows high school students the opportunity to receive credit for work-based learning experiences. Students must have completed the 10th grade to participate in the program. The school Principal will designate appropriately certificated personnel to facilitate the work-based learning experiences program and comply with the requirements for developing individual training plans for each student participating in the program, including entering into training agreements with the employers, approving work sites, supervising each student, and assessing the student's progress. By successfully participating in the work-based learning program, students may earn one credit per semester, for a total of four credits.

Legal Reference:
I.C. 33-1612
IDAPA 08.02.03.140

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

TROY SCHOOL DISTRICT #287

2000 - INSTRUCTION

School Year, Calendar, and Instructional Hours **2200**

School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

School Calendar

The Board annually shall adopt and approve the calendar to establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, election day closures, and the days designated as legal school holidays.

Holidays, Commemorative Days, and Election Day Closures

School holidays shall include New Year's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day**.** Beginning in 2028, the District shall close for in-person instruction on election day(s) if the county clerk requires student-occupied buildings to be used for the election on days when elections occur. If the county clerk does not require the use of student-occupied buildings, the District may still hold in-person instruction on election days.

For those commemorative days designated in IC § 73-108 that fall on a school day, the teachers and students shall devote a portion of the day to the observance of that holiday.

Instructional Hours

The District shall provide the minimum number of annual instructional hours for students at each grade level as follows:

1. Kindergarten: 450 hours;
2. Grades 1-3: 810 hours;
3. Grades 4-8: 900 hours; and
4. Grades 9-12: 990 hours.
5.

Teacher Inservice Days

Not more than 22 hours may be utilized for inservice teacher activities.

Legal References

IC § 33-512 IC § 33-701

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08, 10/12/26

School Closure **2210**

The Superintendent may order the closure of schools or dismiss students early in the event of extreme weather, facility failures or other emergency, in compliance with established procedures for notifying parents, students and staff.

When such emergency closure occurs, the Superintendent will bring it to the attention of the board at the next regular meeting for approval.

When the schools have been closed for an emergency as noted above, and afternoon or evening events such as athletic practices, games, or performances had been scheduled, the Superintendent or designee will decide if the conditions that led to school closure should also cancel some or all of the scheduled events, and will notify the public and participants as effectively as possible.

Upon approval by the Board, up to eleven (11) hours of emergency school closure due to adverse weather conditions and/or facilities failures may be reduced from the annual instructional hour minimum requirements.

If appropriate, the board will request exemption to the required instructional hours, or the reduction thereof, from the State Superintendent of Public Instruction for any school in the District when closure of that school for unforeseen circumstances does not affect the attendance at other district schools.

Legal Reference:
I.C. 33-512 Governance of schools

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08, 2/9/09

Air Quality Restrictions on Outdoor Activities, Practice and Competition 2215

The Troy School District is responsible for ensuring the safety of its students and student athletes when participating in physical education, recess, practices or athletic contests.

The Superintendent or their designee shall consider the Idaho Department of Environmental Quality's (DEQ) assessments of air quality as the determining factor when making a decision to allow or not allow students to participate in outdoor activities and contests.

Typically, the following guidelines will be followed:

1. **Air Quality 51 to 100:** Measures will be taken to reduce prolonged or heavy exertion outdoors by unusually sensitive people. Outdoor activities are permissible, paying close attention to those students who are unusually sensitive to air pollution.

2. **Air Quality 101 to 150:** Measures will be taken to reduce prolonged or heavy exertion outdoors for all students and staff. Outdoor activities are permissible only when additional rest periods are provided for students. The Superintendent or designee will confer with the school's athletic director and school nurses or other medical personnel, if available, to determine appropriate additional rest periods. School personnel shall closely monitor all students, particularly those groups that are sensitive to poor air quality.

3. **Air Quality over 150:** Measures will be taken to avoid any outdoor physical activity by students or staff. All students and staff will remain indoors, and outdoor activities are not permissible. In the event an activity has begun and during the event the air quality rises above 150, all participants will be moved indoors until the air quality decreases to below 150 or the event will be cancelled or postponed as determined by the Superintendent or designee. Prior to a scheduled outdoor event, when air quality is over 100, the Superintendent or designee may postpone, move, or cancel the outdoor activity.

The following protocol shall be used to determine whether students, including student athletes, will be allowed to participate in outdoor activities when the air quality is rates as Unhealthy for Sensitive Groups or worse as indicated on the DEQ guidelines.

1. The District shall use the measurement taken at the Moscow station on the http://airquality.deq.idaho.gov/ to determine the District's air quality.

2. The Superintendent or designee shall be responsible for deciding whether to hold or cancel outdoor recess and practices and contests for middle school/junior high and high school activities.

Air Quality Restrictions on Outdoor Activities, Practice and Competition **2215**

3. The decision to hold or cancel outdoor activities shall be made four in advance of the activity.

4. Best efforts will be made to provide notice that an outdoor activity will be held or cancelled. Such notice shall be communicated to students, staff, coaches, parents, and the community via email, SchoolMessenger & website.

Policy History:
Adopted on: 12/14/2020
Revised on:
Reviewed on: 11/9/2020

Pre-Kindergarten Programs **2220**

The District may establish a pre-kindergarten program based on the premise that the District's teachers, support staff, and physical facilities can offer a quality of experiences that cannot be provided by area nursery schools. If it is not possible for the District to provide such a program for all four-year-old children in the District, those children in greatest need will be sought and identified.

The objectives of the program are to:

1. identify children with incipient problems of a social, emotional, and/or physical nature, regardless of whether they are related to maturational development;
2. provide an educational experience that will ameliorate or eliminate these problems at an early age, thereby deterring adjustment and/or learning problems from developing in subsequent years;
3. identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
4. identify children who would not otherwise attend a nursery school prior to entering public school and provide them with equal learning opportunities;
5. provide experiences for the parents of these children through a volunteer aide program whereby they can become oriented to the task of the school and how their role as parents might relate to the task as it affects their children; and
6. provide learning experiences in early childhood education and child care for high school students through cooperative arrangements with the District High School.

Policy History:
Adopted on: 12/8/08
Revised on:

Elementary Curriculum **2225**

(RESERVED)

Legal Reference:
IDAPA 08.02.03.100.04

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Junior High Curriculum **2227**

(RESERVED)

Legal Reference:
IDAPA 08.02.03.100.04b

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Grade Organization **2230**

The District has instructional levels for grades kindergarten through twelve. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board.

Instructional programs shall be coordinated between each grade and between levels of schools. A student will be assigned to an instructional group or a classroom that will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are: class size, peer relations, student/teacher relations, instructional style of individual teachers, and any other variables that will affect the performance of the student.

The criteria for grouping should be based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.

Legal Reference:
I.C. 33-302 Classification of school districts

Policy History:
Adopted on: 1/8/07
Revised on: 11/12/07, 12/8/08

INSTRUCTION **2240**

Class Size:

In the interest of a sound learning environment, guidelines for maximum number of students are as follows:

Grade Level	Number of Students
Grades K – 3	22 per classroom
Grades 4 – 6	26 per classroom
Grades 7-12	26 per classroom

The ratio of general education students, special education students and inclusion students should be structured so that the class sizes are responsive to student needs.

When total class loads in a grade level exceed class size guidelines, a meeting will be called by the superintendent to confer with the building principal, grade level and other appropriate teachers to determine a course of action.

Recommendations must be advanced to the Board of Trustees for approval.

The Board of Trustees recognizes that achieving the goal of this policy is dependent upon the financial ability of the District.

Legal Reference: I.C. § 33-1404 Districts to Receive Pupils
IDAPA 08.02.02.110 Personnel Standards

Policy History:
Adopted on: 1/8/07
Revised On: 11/12/07, 12/8/08, 11/11/2019, 9/10/24

Student Learning Plans **2298**

All students in this District will develop a parent-approved Student Learning Plan by the end of the eighth (8^{th}) grade. Students' Learning Plans will set forth their plans for high school and post-high school options. The purpose of a Learning Plan is to outline a course of study and learning activities which allow students to become contributing members of society.

Each Learning Plan will be developed by a student and his or her parent or guardian with advice and recommendation from appropriate school personnel. Each Learning Plan will be reviewed annually and may be revised at any time.

Each Learning Plan will have, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting this District's graduation requirements and exiting standards.

Each Learning Plan will reflect the following applicable information:

1. Courses necessary for a student to progress from grade to grade which may include:
   A. Correspondence courses;
   B. Dual enrollment courses;
   C. Postsecondary courses a student may wish to take for secondary credit;
2. Participation in statewide testing;
3. Work-based learning experiences;
4. College entrance exams a student may wish to take;
5. Other pertinent information.

This District will make a good faith effort to notify the parent/guardian of each student, grades eight through twelve (8-12), of the responsibility for the development and approval of the Learning Plan. A Learning Plan will not be required if the parent/guardian requests, in writing, that no Learning Plan be developed.

College Entrance Examination

Effective for all students that enter the 9^{th} grade in the fall of 2009 or later, each student must take one (1) of the following college entrance examinations before the end of the student's 11^{th} grade year: COMPASS, ACT, or SAT. The building Principal or designee is responsible for filing, within a reasonable timeframe, a copy of the college entrance examination scores in the student's Learning Plan.

Legal Reference:
IDAPA 08.02.03.104.02
IDAPA 08.02.03.104.03

Policy History:
Adopted on: 1/8/07
Revised On: 11/12/07

Guidance and Counseling 2300

The District recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with state laws and regulations, District policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students with special needs to appropriate specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers and administrators in meeting academic, social and emotional needs of students.
6. Provide for a follow-up of students who further their education and/or move into the world of work.
7. Solicit feedback from students, staff and parents for purposes of program improvement.
8. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin or handicapping conditions, including reasonable efforts and encouraging students to consider and explore "nontraditional" occupations.

Legal Reference:
I.C. 33-1212 Elementary school counselors
IDAPA 08.02.03.108 Guidance Programs

Policy History:
Adopted on: 12/8/08
Revised on:

Nutrition and Physical Activity **2301**

Understanding the important role nutrition plays in healthy life-style choices and in the educational process, the Superintendent or designee is directed to develop and implement an efficient and effective nutrition program for the students and employees of the District that is in compliance with state and federal regulations, this policy, and sound nutritional practices.

Regular Menu Planning

In addition to Federal requirements, all menu planning must comply with the following guidelines on a weekly basis:

- A maximum of 30% of the calories may be from fat with not more that 10% from saturated or transfats.
- Not less than 10% and not more than 20% of the calories must be from protein.
- Not less than 50% and not more than 65% of the calories must be from carbohydrates.
- Menu planning should maximize fresh ingredients and minimize processed foods and added sugars.

Elementary Schools

Vending machines and competitive daytime sales are not allowed in the District's elementary schools.

Junior-Senior High School

Vending contracts in effect at the beginning of the 2006-07 school year shall be honored, but renegotiated where possible to comply with this policy. Any new contracts shall be required to meet guidelines set forth in this policy. The school may operate vending machines and competitive daytime sales, but healthy alternatives must be offered, and bottled water must be available and priced lower than other beverages of similar size.

The Role of Food in Rewards ,Activities, Concessions, and Parties

Educators are discouraged from using foods and beverages with low nutritional value as rewards. Concessions and occasional class parties and celebrations are exempt from the above guidelines; however, providing healthful options is strongly encouraged.

Food as Special Fund-Raisers

Candy and other foods with low nutritional value may not be sold by student groups as special fund-raisers, except for items similar to those sold by the same organization the previous year.

Physical Activity

Physical activity is to be encouraged through active engagement in recess, physical education classes, and intramurals which maximize the use of available space, time, and personnel.

Wellness Education for Students, Parents, and Staff

Wellness education (nutrition, fitness, safety, physical and emotion health) is to be included through the normal curriculum adoption process in each elementary grade and in secondary health classes, and is to be appropriately integrated into other courses.

Monitoring and Compliance

The Superintendent or designee(s) shall be responsible for monitoring the compliance of this policy.

Cross Reference: 8200 Healthy Lifestyles
I.C. 33-512 Governance of Schools

Legal Reference:

Child Nutrition and WIC Reauthorization Act of 2004, Pub. L. No. 108-265, § 204
42 U.S.C. 1751, et seq.
42 U.S.C. 1771, et seq.

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

2000 - INSTRUCTION

Nutrition Services 2305

Rationale

Students must go to school with minds and bodies ready to take advantage of the learning environment schools work so hard to develop. Good nutrition is a prime factor in the student's ability to learn. In addition to families, the school environment plays a vital role in shaping students' nutritional health throughout the growing years in the following ways:

1. Students eat one or two of their meals each school day in the school cafeteria;
2. Classroom teachers provide factual instruction on human health and biology;
3. Peer relationships and adult role models influence eating patterns and provide subtle but strong messages in body image development;
4. Physical education and school sports programs strengthen students' bodies and are often sources of nutrition information; and
5. School health services, guidance counselors, and classroom teachers provide essential support for students' physical and psychological growth.

Nutrition services complement and enhance school health services. Nutrition services include screening, assessment, counseling/education, referral, and follow-up services. Students who may benefit most from school-based nutrition services include:

1. Children with special healthcare needs;
2. Adolescents who are obese, underweight, follow a specialized diet, or have other issues, such as eating disorders;
3. Students living in impoverished conditions with limited access to nutritionally adequate food; and
4. Students who abuse substances such as food, drugs, alcohol, and tobacco.

Optimally, nutrition services are provided on the school premises by a qualified nutrition professional, such as a registered dietitian, recognized as a valued member of the health care team. The school nurse, dietitian, food service director, and teachers should work collaboratively with parents to successfully integrate nutrition into the District's comprehensive health program.

(If the District does not have a school nurse or dietitian, the District might consider negotiation with the local hospital or health district to secure the services of an outpatient nurse and/or dietitian. The dietitian could serve as an integral member of the school health advisory team and work collaboratively with the school nurse to screen and assess students' nutritional status and provide counseling, referral, and follow-up services.)

Nutrition services are linked to physical education, school meals, and health promotion programs in the school and community. At a minimum, the nutrition services program will:

1. Provide standard nutrition screening;
2. Establish a well-defined plan for follow up with students and referral to community- based services; and

3. Provide recommendations for physical activities.

Nutrition-Related Health Problems

Headaches, stomach upsets, and general malaise, common complaints in the school nurse's office, may be a direct result of poor nutrition. Other nutritional concerns; including restrictive dieting, distorted body images, eating disorders, and obesity; may have an indirect effect on learning, and may be significant predictors of a student's success in school.

School counselors and school health services staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.

Cross Reference: 8200 Healthy Lifestyles

Legal Reference: I.C. § 33-512 Governance of Schools

Policy History:
Adopted on: 12/9/2019
Revised on:
Reviewed on: 11/11/2019

2000 - INSTRUCTION

Nutrition Education **2310**

Quality nutrition education which is presented creatively, is grade appropriate, and builds knowledge and skills throughout the child's school experience. It addresses factual information and explores the health, social, cultural, and personal issues influencing food choices. Nutrition and nutrition education are recognized as important contributors to overall health.

Comprehensive nutrition education programs extend beyond the classroom into the larger school environment. The school cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports, and school health services are appropriate avenues for nutrition education efforts. Students need to explore how:

1. Knowledge has purpose and meaning in their lives; and
2. Curriculum points to the connections within and across disciplines.

Examples of how nutrition can be integrated into classes include discussing ethnic food practices in the context of history and geography; preparation of healthy food in home economics, adult living, or life skills courses; the study of essential nutrients in science and biology classes; applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural, and psychological aspects of food in language and social studies classrooms.

The District has a comprehensive curriculum approach to nutrition in kindergarten through grade 12. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of My Plate;
2. Healthy choices to decrease illness;
3. Sources and variety of foods;
4. Guide to a healthy diet;
5. Diet and disease;
6. Understanding calories and food as energy;
7. Healthy snacks;
8. Healthy breakfast;
9. Healthy diet;
10. Food labels;
11. Major nutrients;
12. Multicultural influences;
13. Serving sizes by age, sex, and activity level;
14. Proper sanitation;
15. Importance of fluid intake and selection; and
16. Identifying and limiting low nutrition food.

The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment.

All nutrition education will be scientifically based, consistent with the most recent Dietary Guidelines for Americans.

Nutrition education will be offered in the school cafeteria as well as in the classroom, with coordination between school food service staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics and send materials home to involve parents.

Participation in USDA nutrition programs is encouraged as the District conducts nutrition education activities and promotions that involve students, parents, and the community. The school nutrition team responsible for these activities will be composed of child nutrition services staff, student services staff, school nurses, health teachers, and physical education coaches.

School Community

For a truly comprehensive approach to the school-based nutrition programs and services, it is crucial that all members of the school community help to create an environment that supports healthy eating practices. Administrators, teachers, school food service and other personnel; parents; and students need to be involved in this effort. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices. This includes coordination of nutrition education with the cafeteria and the promotion of healthy food choices in the cafeteria and all school events, such as fundraisers.

Local Community

The effectiveness of school-based nutrition programs and services can be enhanced by outreach efforts in the surrounding community. Personnel should be familiar with the health and nutritional resources available through the community and local agencies. Contacts should be made with the health department, community nutrition programs, health centers, local food pantries, and fitness programs. Once contact has been established, collaborative efforts should be made with other community agencies to positively influence the health and nutritional status of school-age children.

Schools will work with a variety of media to spread the word to the community about a healthy school nutrition environment, such as local newspaper and television stations.

Parent Involvement

The District will support parents' efforts to provide a healthy diet and daily physical activity for their children. The District will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the District's nutrition standards for individual foods and beverages. Celebrations that involve food during the school day shall be limited to no more than one party per class per month. No more than one food or beverage that does not meet nutrition standards for Smart Snacks in Schools may be served at such parties. The District will provide parents a list of foods that meet the District's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the District will

provide opportunities for parents to share their healthy food practices with others in the school community.

The District will provide physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such support will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Parents are to be advised that their children are participating in a nutrition education or counseling experience, encouraging their support at home. Parent involvement can be in person or through communication sent to the home.

1. Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels;

2. Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, open houses, health fairs, teacher inservices, etc.; and

3. Nutrition education from evidence-based sources (such as USDA's Team Nutrition and My Plate) may be provided in the form of handouts, postings on the District website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Cross Reference:	8200 Healthy Lifestyles 8230 District Nutrition Standards
Legal Reference:	I.C. § 33-512 Governance of Schools 42 USC § 1758b, Section 204 Healthy, Hunger-Free Kids Act of 2010 7 CFR § 210.30 Local School Wellness Policy
Other References:	Implementation and Monitoring Plan, Idaho State Department of Education

Policy History:
Adopted on: 1/8/07
Revised on: 11/12/07, 12/8/08, 9/23/19

2000 - INSTRUCTION

Physical Activity Opportunities and Physical Education (PE) 2315

Daily Physical Education (PE) K-12

All students in grades K-12, including students with disabilities, special healthcare needs, and those in alternative educational settings, will receive daily physical education (PE) (or its equivalent) for the entire school year. The District shall strive to provide an amount of PE instruction consistent with the NASPE recommendations, to the extent feasible. All PE will be taught by a certified PE teacher. Student involvement in other activities involving physical activity, such as interscholastic or intramural sports, will not be substituted for meeting the PE requirement. Students will spend at least 50 percent of PE class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity, at least 60 minutes per day, and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond PE class. Toward that end:

1. Classroom health education will complement PE by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;

2. Opportunities for physical activity will be incorporated into other subject lessons; and

3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate

Daily Recess

All elementary school students will have at least 20 minutes each day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities such as mandatory school-wide testing make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they will be encouraged to stand and be moderately active.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity, such as running laps or push-ups, as punishment.

Cross Reference: 8200 Local School Wellness

Legal Reference: I.C. § 33-512 Governance of Schools

Policy History:
Adopted on: 12/9/2019
Revised on:

Driver Training Education **2320**

The District may offer a Driver Training Education Program when staffing and funding are available. Any such program will be conducted in compliance with all requirements in the Idaho Standards for Public School Driver Education and Training as approved by the State Board of Education on August 13, 2004.

Anyone residing in the District from the ages of fourteen and one-half (14 1/2) through twenty- one (21) years of age, irrespective or whether they are enrolled in the District, are eligible to enroll in the District's drivers training program. Such program, in the discretion of the Board, may be conducted after school hours, on Saturdays or during regular school vacation periods. The District may offer a joint driver training program with other Districts.

No charge or enrollment fee shall be required of a student not enrolled in the District, unless public school students are required to pay such enrollment fees or charges.

A fee shall be assessed to cover those costs which are not reimbursed by state funds, except that this fee may be waived or reduced by the Principal for students whose families, by reason of their low income, would have difficulty paying the entire fee.

The purpose of the program is to introduce students to a course of study that leads to the eventual development of skills appropriate for a licensed driver. The traffic education program is designed to meet the criteria established by the State Department of Education.

Legal Reference:

I.C. 33-1701 et seq. Driver Training Courses
I.C. 49-110 Definitions
I.C. 49-307 Fee for Class D Driver's Training Instruction Permit - - Class D Supervised Instruction Permit
IDAPA 08.02.02.230

Policy History:
Adopted on: 12/8/08
Revised on:

Community and Adult Education **2330**

The District makes its resources available to adults and other non-students within the limits of budget, staff and facilities, provided there is no interference with or impairment of the regular school program. (See Section 4210 for Fee Schedule.) Community school, adult education and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board.

Policy History:
Adopted on: 12/8/08
Revised on:

Digital Citizenship and Safety Education **2335**

Technology will be integral to curriculum, instruction, and assessment. The District's educational system must lay the foundation for students to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multimedia, distance learning, and other technologies.

The Superintendent will ensure that District students are educated on network etiquette and appropriate online behavior, including cyberbullying awareness, digital citizenship, and online safety. Instruction will be given to students as appropriate to the educational and developmental needs of students.

The District may make use of the Idaho Attorney General's online safety program, titled Protecteens, which addresses online safety and cyberbullying, in classroom discussions about digital citizenship, responsible online behavior, and consequences. The District may also make use of other materials on digital citizenship such as those found at CommonSenseMedia.org.

The Superintendent will ensure that teachers, administrators, and other staff members responsible for supervising students' internet use receive professional development, training, and resources in the following areas:

1. Monitoring of student online activities;
2. Instruction of students in proper network etiquette;
3. Instruction of students in discerning among online information sources and appropriate materials;
4. Bullying and cyberbullying awareness and response, in accordance with the District's bullying policy; and
5. Instruction of students on appropriate interaction on social networking websites and chat rooms.

The District may use the following methods of providing instruction on appropriate online behavior and cyberbullying awareness:

1. Incorporation of instruction into course objectives or daily lessons of planned instruction, as appropriate;
2. Class assemblies or special instruction given in the school library or media center;
3. Special technology courses that are required for students at various grade levels;
4. Online tutorial programs required for students to use a District network account; and

Digital Citizenship and Safety Education (continued) **2335**

The Internet Safety Coordinator or their designee will also make resources available to parents/guardians on teaching students about acceptable internet use, appropriate online behavior, network etiquette, cyber-bullying awareness and response, and appropriate use of social networking websites and chat rooms.

Cross Reference:	3270	District Provided Access to Electronic Information, Services, and Networks
	3295P	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
	5265	Employee Responsibilities Regarding Student Harassment, Intimidation, and Bullying

Legal Reference:	I.C. § 18-917A	Student Harassment – Intimidation – Bullying
	P.L. 110-385	Broadband Data Services Improvement Act
	Children's Internet Protection Act (CIPA) 47 U.S.C. § 254(h)(5)(B)-(C), 254(l)	
	Internet Safety 20 U.S.C. § 6777	
	Children's Internet Protection Act Certifications Required 47 C.F.R. § 54.520(c)(1)(i);	

Policy History:
Adopted on: 11/11/2019
Revised on:
Reviewed on: 10/14/2019

Controversial Issues and Academic Freedom **2340**

The District shall offer courses of study, which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues; to have free access to information; to study under teachers in situations free from prejudice; and to form, hold, and express their own opinions without personal prejudice or discrimination.

The District affirms that the District, including its employees and students, are to respect the dignity of others and acknowledges the rights of others to express differing opinions and foster and defend intellectual honesty, freedom of inquiry, and instruction as well as speech and association rights appropriate for the educational setting.

The Board recognizes the need for teachers to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but are not necessarily be limited to:

1. Politics;
2. Science;
3. Health and sex education; and
4. Values and ethics.

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of good judgment, and the virtue of respect for conflicting opinions.

The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information.

The Board also believes that academic freedom carries with it a responsibility that is shaped by the basic ideals, goals, and institutions of the local community. These standards are expressed via the goals and objectives of the adopted curriculum, by the adopted textbooks, by Board policy, and by the District's mission statement.

In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

1. Relative maturity of students;
2. District philosophy of education;
3. Community standards, morals, and values;
4. The necessity of a balanced presentation; and
5. The necessity of seeking prior administrative counsel and guidance in such matters.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the Board expects that:

1. All classroom studies will be curriculum-related, objective, and impartial;

2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and recognize that no one idea or viewpoint should necessarily prevail;

3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, including but not limited to requiring students to personally affirm, adopt, or adhere that any race is inferior or superior or on inherent responsibilities regarding: sex, race, ethnicity, religion, color or national origin, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation. This shall include not arguing that individuals should be treated adversely on the basis of any of the attributes listed above;

4. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students; and

5. No distinction or classification of students shall be made on account or race or color, other than as required for collection or reporting of demographic data required by public schools.

To this end:

1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item four of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.

2. The school shall provide for parents or guardians to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent or guardian and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and principal.

3. The teacher shall notify parents or guardians when controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials, etc.

4. The Board directs that a philosophy of abstinence shall be a part of and the underlying principal in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease. Therefore the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial view points on both sides of issues such as the right to an abortion or on the use of birth control methods.

Controversial Issues and Academic Freedom (continued) **2340**

Any parent/legal guardian may have his or her child excused from any planned sex education instruction upon filing a written request with the Board. The Board shall make a form available for such requests. Alternative educational activities shall be provided for those excused.

5. When speakers are to be used, the principal must always give approval as outlined in the Board policy on "Controversial Speakers".

Cross Reference:	2345P	Controversial Speakers Procedure
Legal References:	I.C. § 33-138	Dignity and Nondiscrimination in Public Education
	I.C. § 33-139	Prohibition on the Expenditure of Moneys for Certain Purposes
	I.C. § 33-512	District Trustees - Governance of Schools
	I.C. § 33-1611	Excusing Children from Instruction in Sex Education

Policy History:
Adopted on: 1/8/07, 12/13/2021
Revised on: 12/8/08, 11/8/2021
Reviewed on:

Speakers in the Classroom and at School Functions **2341**

The Board encourages the use of outside speakers when the speaker's program is educationally sound, consistent with the curriculum, and follows District policies and procedures.

All speakers must be invited with the school Principal's approval. If the subject is controversial the Principal may also decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

Controversial Speakers

The Board recognizes that visiting speakers may be of specific persuasions and that their topics may be controversial. If they are prohibited from speaking because of their points of view, academic freedom is endangered. Students need to examine issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints and drawing tentative conclusions. The Board also recognizes that many topics are not suitable for younger or less mature students. When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing the goals of citizenship education. However, this places a serious responsibility on the professional staff members to correctly structure the learning situation involving a speaker.

Legal Reference:
I.C. 33-512 Governance of schools

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Students Religious Activity at School **2350**

In keeping with the United States and Idaho Constitutions and judicial decisions, the District may not support religion or endorse religious activity. At the same time, the District may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray quietly in the classroom, except when they are expected to be involved in classroom instruction or activities.

Accommodation of Prayer During Instructional Time

Students have the right to be dismissed to attend off-premises religious instruction during the school day, in compliance with the district's policy governing release time. The district will evaluate and grant, or deny, student requests to be excused from class to accommodate religious needs in the same manner that similar requests to accommodate nonreligious needs are evaluated.

Staff Members

Staff members are representatives of the District and must "navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed." They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

The District prohibits employees from encouraging or discouraging prayer and from actively participating in such activities with students. However, employees may take part in religious activities where the overall context makes it clear that they are not participating in their official capacities (i.e., meeting with other teachers for prayer group during lunch).

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the District sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

District officials may not invite or permit members of the clergy to give prayers at graduation.

Furthermore, District officials may not organize or agree to requests for prayer by other persons at graduation, including requests from students. The District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion

Students Religious Activity at School (continued) **2350**

.Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups but may not receive preferential treatment.

The District may not be identified as sponsoring or endorsing baccalaureate services. District funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies, Extracurricular and Athletic Events

District officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. District officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, nonproselytizing, and initiated by students.

Student Speakers at Assemblies and Extracurricular Events

The district prohibits the selection of student speakers at assemblies and extracurricular activities on any basis that favors or disfavors religious speech. Student speakers, selected on the basis of genuinely neutral criteria, who retain primary control over the content of their expression, will not be sanctioned solely on the basis that the content of the speech is religious or nonreligious in nature. In the event school officials determine or substantially control the content of a student speech, it may not include a prayer or specifically religious, or anti-religious, speech. The district will make appropriate, neutral disclaimers to clarify that such speech, regardless of content, is not endorsed by the school.

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Students Religious Activity at School (continued) **2350**

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions that promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose that contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be religious or religious-holiday oriented.

Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that the District imposes on other student-organized clubs.

Student Dress

Students may display religious messages on items of clothing to the same extent that they are permitted to display other comparable messages, and so long as the items are not disruptive to the educational process.

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that the District imposes on the distribution of other non- school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the District's policy on solicitations (Policy 4240).

Religious Holidays

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays, but may not observe them as religious events.

Minute of Silence **2353**

At or near the beginning of each school day, all grade levels in all schools shall observe at least 60 seconds of silence as required by Idaho Code. During this minute, students may sit quietly or engage in any silent activity permitted by school rules and District policy provided the activity does not distract or interfere with other students. Engaging in noisy or disruptive activities during this time is prohibited and may result in disciplinary action.

Staff shall not direct students regarding the nature of any reflection the students may choose to engage in during this time.

Each year the District shall provide notice to parents/guardians informing them the District observes this minute of silence and directing parents/guardians to provide guidance to their children regarding the minute of silence.

Legal References
IC 33-1639

Policy History:
Adopted On: 08/10/26
Revised On:
Reviewed On: 07/13/26

Minute of Silence Notice

This notice is provided to inform you that the school will observe a minute of silence at or near the beginning of each school day.

During this minute, your student may sit quietly or engage in any silent activity permitted by school rules and District policy as long as it doesn't distract or interfere with other students. Disruption of the minute of silence may result in disciplinary action.

The District encourages you to offer direction to your child on silent reflection or activity to engage in during the minute of silence.

The minute of silence and provision of this notice are required by Idaho Code.

Legal References
IC 33-1639

Cross References
Code 4175

Policy History
Adopted On: 08/10/26
Revised On:
Reviewed On: 07/13/26

Students Religious Activity at School (continued) **2350**

Excuses Due To Religious Beliefs

Students have the right to be exempted from participating in school courses, programs, or activities if it is established that such participation violates the student's religious beliefs, and the district cannot prove a compelling interest in required attendance. When special religious requests for excuses from health program activities are attached to the pupil's health record, these pupils are excused from procedures, as requested. Parents of these pupils should be informed when first-aid care is needed. If immediate care is necessary to preserve life, proceed as for other pupils.

Legal Reference:

Elementary and Secondary Education Act of 1965, Section 9524 (2001)
Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, U.S. Department of Education (February 7, 2003)
Religion Expression in Public Schools, U.S. Department of Education (1995)
I.C. 33-512 Governance of schools

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Release Time **2360**

For students in grades K through 8 (K-8), the District shall allow release time.

The Board shall, in its sole discretion, determine release time(s).

No student will be permitted to attend release time programs except upon written request from a parent or guardian filed with the school principal.

Release time shall not interfere with the scheduling of classes, activities and programs of public schools. No credit shall be given for completion of courses during release time for religious purposes. Credit may be granted for other purposes, at the discretion of the school board. Registration for release time programs shall not occur on school property.

The District is not responsible for the health, safety and welfare of a student participating in a release time program nor will the District be liable for acts, injuries or events occurring while:

1. a student is being transported to and from release time programs; or
2. a student participates in release time programs.

Legal Reference:

Article IX, 6 Idaho Constitution – Religious Test and Teaching in School Prohibited
I.C. 33-519 Release for Religious Instruction
I.C. 33-1603 Sectarian Instruction Forbidden
IDAPA 08.02.02.220 Release Time Program for Elementary and Secondary Schools

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08, 4/13/09

Participation of Private School Students in Federally Funded District Programs **2365**

It is the policy of the District to ensure, consistent with the number of students who reside within District boundaries who are enrolled in private elementary schools and secondary schools, who would otherwise be eligible to receive federally funded educational services, to make such services available to students attending private schools.

To accomplish this objective, the Superintendent shall:

1. Initiate timely and meaningful consultation with appropriate private school officials to effectuate provision of services to eligible children, on an equitable basis and individually or in combination, as requested by the officials, by providing covered special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other federally funded benefits (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

2. Ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to District Policy 2420 on parent engagement.

3. Ensure that such educational services or other benefits, including materials and equipment, are secular, neutral, and non-ideological.

4. Ensure that the educational services and other benefits for such private school children are equitable to the services and other benefits for participating public school children, and are provided in a timely manner.

5. Assign an employee to help ensure such equity for such private school children, teachers, and other educational personnel.

6. Ensure the expenditures for educational services and other benefits to eligible private school children are equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. The proportional share of funds is determined based on the total amount of federal funds received by the District for education services prior to any allowable expenditures or transfers by the local educational agency. Funds allocated to the District for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the District.

7. Ensure notice is provided in a timely manner to the appropriate private school officials served by eligible students of the allocation of funds for educational services and other benefits that the District determines are available for eligible private school children. Such notice shall be provided at least every two years. These services may be provided to eligible private school students either directly or through contracts with public and/or private agencies, organizations, and institutions.

8. Ensure that timely and meaningful coordination with appropriate private school officials during the development of the District's programs for the purpose of reaching an agreement on how to provide equitable and effective services to eligible private school children, the results of which agreement shall be provided to the employee designated by the Superintendent. The consultation should include identification of:

    A. How the children's needs will be identified; B.

    What services will be offered;

    C. How, where, and by whom the services will be provided;

    D. How the services will be academically assessed and how the results of that assessment will be used to improve those services;

    E. The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds allocated for such services, and how that proportion of funds is determined;

    F. The method or sources of data that will be used to determine the number of children from low-income families in the District's participating school attendance areas who attend private schools;

    G. How and when the District will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;

    H. How, in the event the District disagrees with the preferences of the private school officials regarding the provision of services through a contract, the District will provide in writing to the private school officials an analysis of the reasons why it has chosen to not use a contractor;

    I. Whether the District will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

J. Whether to provide equitable services to eligible private school children:

I. By creating a pool or pools of funds with all of the eligible federal funds based on all the children from low-income families in a participating school attendance area who attend private schools; or

II. In the District's participating school attendance area who attend private schools with the proportion of funds allocated under eligible federal funds based on the number of children from low-income families who attend private schools; and

K. When during the day the services will be available.

9. In the event there is any disagreement with the views of private school officials with respect to an issue described in paragraph (8), above, the Superintendent shall explain in writing to the private school officials the reasons why the District disagrees. The joint consultation meetings shall occur before the District makes any decision that affects the opportunities of eligible private school children to participate in funded programs. These meetings will continue throughout implementation and assessment of applicable services. The meetings will include discussion of how the District intends to deliver equitable services to eligible private school children. The District shall maintain in its records and provide to the State educational agency involved a written affirmation signed by all participating private school officials that participated in meaningful consultation with the District as set forth above. The written affirmation shall provide the option for private school officials to indicate the officials' belief that timely and meaningful consultation had not occurred, or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the District shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State Department of Education.

Cross Reference: 4160 Parent Right to Know Notices

Legal Reference: 20 USC § 6320 Participation of Children in Private Schools, Every Student Succeeds Act of 2015

Policy History:
Adopted on: 11/13/2017
Revised on:

2000 - INSTRUCTION

Interscholastic Activities **2370**

The program of interscholastic activities shall include all activities relating to competitive sport or intellectual contests, games or events, or exhibitions involving individual students or teams of students of this District when such events occur between schools outside this District.

Although the District recognizes that there is some value in offering programs of interscholastic activities, interscholastic activities shall not be considered to be a property, liberty or contract right of any student; any and all interscholastic activities offered by the District shall not be deemed a "right" but rather is considered to be a "privilege."

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the District, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus which outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While the District will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an "assumption of risk" statement that indicates that the parents assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

Cross Reference: 3510 Administering Medication to Students

Legal Reference:
I.C. 33-512 Governance of schools

Policy History:
Adopted on: 12/8/08
Revised on:

Service Animals in Schools **2375**

The District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its school buildings, in classrooms, and at school functions, as required by the Americans with Disabilities Act.

"Service animal" refers to any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of someone with a disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

Use of service animals shall be subject to the following requirements:

1. The animal must be required for the individual with a disability.

2. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.

~~2.~~3. Possible categories of possible uses:

A. A member of the public who visits the District property may be accompanied by a service animal. Appropriate staff may ask the following questions only about the service animal if the answers are not obvious:

I. Is this a service animal required because of a disability; and
II. What work or task has the animal been trained to perform.

Staff cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the animal, or ask that the dog demonstrate its ability to perform the work or task.

B. Any student who seeks to be accompanied by a service animal (including a service dog in training addressed below) while on school property shall have such request addressed via a Section 504 Plan, other applicable plan, including a potential Health Care Plan with the District. Such plan shall be prepared in accordance with standard District policy in conjunction with the student's parent/legal guardian. It shall be the responsibility of the parent/legal guardian to contact the school to commence this process.

C. Any employee who seeks to be accompanied by a service animal while on school property shall contact the District's Human Relations Department and shall work through the Americans with Disabilities Act process with the District.

~~3.~~4. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions will be handled on a case by-case basis, considering:

A. The type, size, and weight of the miniature horse, and whether the facility can accommodate these features;

Service Animals in Schools (continued) **2375**

B. Whether the handler has sufficient control of the miniature horse;
C. Whether the miniature horse is housebroken; and
D. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

~~4.~~5. Upon request, owners of service animals must provide proof of current vaccinations to the Superintendent with their request to be accompanied by a service animal.

~~5.~~6. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks

~~6.~~7. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.

~~7.~~8. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control, through voice control or other effective means.

~~8.~~9. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.

A. The District is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.

B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his or her service animal, the parent is responsible for providing care and supervision of the animal.

C. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the building administrator.

D. Student requests for service animal-related accommodations will be reviewed based on the specific circumstances particular to the student in question and may be addressed in conjunction with a student's Section 504 Plan or Individual Education Plan.

11. A school administrator may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occurs:

A. The animal is out of control and the animal's handler does not take effective action to control it.
B. The animal is not housebroken.

C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
D. The animal's presence is a direct threat to students, staff, or other individuals.

Service Dogs in Training

Any student's request to be accompanied by a service dog in training shall be assessed on a case by case basis according to their disability.

Non disabled handlers accompanied by service dogs in training shall carry and, upon request, display an Identification card, issued by a recognized school for service dogs or organization that services individuals with disabilities. Disabled handlers shall have the right to be accompanied by a service dog in training for the purposes of training on District property without producing an identification card.

However, regardless of whether the handler has a disability, the service dog in training must be identified by wearing a jacket, collar, scarf, or similar article identifying the dog as "in training."

Should other types of animals be recognized by federal and/or state law subsequent to the enacting of this Policy, this policy will be read as consistent as possible with regard to such animal until such time as this policy is amended.

Legal Reference:	I.C. § 18-5812B	Person May be Accompanied by a Service Dog-in-Training
	I.C. § 56-701A	Definitions
	I.C. § 56-704B	Rights of Individuals with Dogs-in-Training
	28 C.F.R. Part 35	Nondiscrimination on the Basis of Disability in State and Local Government Services Implementing the ADA)

Policy History:
Adopted on: 12/13/21
Revised on:
Reviewed on:

Homebound, Hospital and Home Instruction **2380**

A student absent from school for more than ten (10) consecutive days because of health or physical impairment shall be provided the services of a teacher or an aide in the home or hospital.

Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request.

Such students shall be included in calculating the average daily attendance.

Legal Reference:

I.C. 33-1001 Definitions
I.C. 33-1003A Calculation of Average Daily Attendance

Policy History:
Adopted on: 12/8/08
Revised on:

Supplemental Educational Services **2385**

Supplemental educational services are additional academic instruction designed to increase the academic achievement of students from low-income families who attend a school that fails to make adequate yearly progress for three consecutive years.

Adequate Yearly Progress (AYP) is the measure of the necessary annual improvement made by a school as evaluated by the State academic assessment. When students are attending schools that have not made AYP for three consecutive years, eligible students will be provided supplemental services to increase the academic achievement. The supplemental services may include tutoring, remediation, and other educational interventions and are provided outside of the regular school day. If sufficient funds are not available to serve all eligible children, the school district will give priority to the lowest achieving eligible students.

Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement. Districts must select supplemental service providers from a list of state-approved providers.

Assessing Need for Supplemental Educational Services

In assessing student's need for extended school services, the schools shall consider each student's performance in the following areas:

1. Academic skill areas for a single subject or single class, application of those skills to everyday life situations, and integration of skills and experiences to acquire new information;
2. School attendance if it negatively affects academic performance;
3. Patterns of promotion or retention;
4. Physical and mental readiness for learning; and
5. If applicable, readiness for transition to work, post-secondary education, or the military.

Eligibility for Supplemental Educational Services

Two (2) or more of the following methods of documentation shall be used to verify which student shall be determined eligible and in the greatest need of extended school services:

1. Teacher recommendation based upon classroom observation and anecdotal records or parent recommendation;
2. Academic performance based upon analysis of student work and formal and informal measurements of progress; or
3. Behavioral and developmental progress as documented in formal and informal assessments and reports.

Supplemental Educational Services (continued) **2385**

Selection for Supplemental Educational Services

Selection criteria for the extended school services program shall be in compliance with applicable procedure.

Notification to Parents of Supplemental Educational Services

The District shall work to ensure that parents have comprehensive, easy-to-understand information about supplemental educational services. At least annually, the District must provide notice to the parent(s) of each eligible student regarding the availability of supplemental educational services. The notice must include the following:

- Identify each approved service provider within the District, in its general geographic location, or accessible through technology such as distance learning.
- Describe the services, qualifications and evidence of effectiveness for each provider.
- Describe the procedures and timelines that parents must follow in selecting a provider to serve their child.
- Be easily understandable; in a uniform format, including alternate formats, upon request; and, to the extent practicable, in a language the parents can understand.

If the District anticipates that it will not have sufficient funds to serve all students eligible to receive services, it should also include in the notice, information on how it will set priorities in order to determine which eligible students do receive services.

Student Progress

The District and supplemental education provider, after consultation with the student's parent(s), must agree to a schedule for informing parents and the student's teacher(s) about the student's progress. The intent of this requirement is to ensure that students are improving their academic achievement and that instructional goals are being met.

Legal Reference:
Title I, Section 1116(e)

Other Reference:
No Child Left Behind Act Resource Documents, NSBA Council of School Attorneys, November 2003

Policy History:
Adopted on: 12/8/08
Revised on: 5/11/09

English Learners Program **2390**

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purposes of the program are:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;

2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;

3. To assist teachers (including preschool teachers), principals, and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;

4. To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and

5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Accordingly, the Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or designee shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the English Learners program, including:

1. Program goals;
2. Student enrollment procedures;
3. Assessment procedures for program entrance, measurement of progress, and program exit;
4. Classroom accommodations;
5. Grading policies; and
6. A list of resources, including support agencies and interpreters.

English Learners Program (continued) **2390**

The District shall establish procedures for identifying students whose dominant language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the District upon proof of residency and other legal requirements. Students shall have access to, and be encouraged to participate in, all academic and extracurricular activities of the District.

Students participating in English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The English Learners program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English to assure achievement of academic standards.

The English Learners program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

A student may be excluded from requirements to participate in Idaho's direct writing assessment and in Idaho's direct mathematics assessment, if either test is required to be given, if the following requirements are met:

1. The student has not been enrolled for two full school years in an elementary school or secondary school in the United States;
2. The student scores less than a level four on the State assessment used to determine English language proficiency; and
3. If the parent or guardian of the student and the student's teacher agree that such an assessment exclusion is educationally appropriate for the student.

At the beginning of each school year the District shall notify parents of students qualifying for English Learners programs about the instructional program and parental options, as required by law. Parents/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents or guardians shall be in the language understood by the parents.

The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

English Learners Program (continued) **2390**

Reporting

At the conclusion of every second fiscal year during which grant funds are received, the Superintendent or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department describing the District's English Learner program and activities and providing the District's applicable demographic data.

Cross Reference:	§ 4160	Parents Right-to-Know Notices
Legal References:	20 U.S.C. §§ 1701-58	Equal Educational Opportunities Act of 1974
	20 U.S.C. § 6811, *et seq*.	English Language Acquisition, Language Enhancement, and Academic Achievement Act
	42 U.S.C. § 2000(d), *et seq*.	Title VI of the Civil Rights Act of 1964
	I.C. § 33-1618	Assessment Exception

Policy History:
Adopted on: 1/8/07, 5/10/2021
Revised on:
Reviewed on: 4/12/2021

Education of Migratory Children **2391**

Purpose

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for all students who qualify as Migratory Children under applicable provisions of state and federal law and/or this Policy. The purposes of the program are:

1. To implement a high-quality and comprehensive educational program and to provide educational services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.

2. To ensure that migratory children who move around the United States are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.

3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.

4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.

Eligibility

Children are eligible to receive District services if they fall within the definitions below:

1. Migratory child: The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months:

    A. As a migratory agricultural worker or a migratory fisher; or
    B. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

2. Migratory fisher: The term "migratory fisher" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, then the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

3. Qualifying move: The term "qualifying move" means a move due to economic necessity:

   A. From one residence to another residence; and
   B. From one school district to another school district, except:

      i. In the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or

      ii. In the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.

   C. The term "in order to obtain", when used to describe why a worker moved, means that one of the purposes of the move is to seek or obtain qualifying temporary employment or seasonal employment in agricultural work or fishing work.

   D. If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.

   E. Notwithstanding item D above, a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and:

      i. The worker is found to have a prior history of moves to obtain qualifying work; or

      ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

Plan Requirements

The District's Plan shall, at a minimum, include provisions to accomplish the following goals and directives:

1. *Performance targets:* The plan must specify:

A. Performance targets that the State has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, as well as the State's performance targets, if any, for school readiness; and

B. Any other performance targets that the State or District has identified for migratory children.

2. *Needs assessment:* The plan must include an identification and assessment of:

A. The unique educational needs of migratory children that result from the children's migratory lifestyle; and
B. Other needs of migratory students that must be met in order for migratory children to participate effectively in school.

3. *Measurable program outcomes:* The plan must include the measurable program outcomes (i.e., objectives) that a State's migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets identified in paragraph (1)(A) of this section.

4. *Service delivery:* The plan must describe the strategies that the State Board will pursue on a statewide basis to achieve the measurable program outcomes in paragraph (3)(A) of this section by addressing:

A. The unique educational needs of migratory children; and
B. Other needs of migratory children.

5. *Evaluation.* The plan must describe how the District will evaluate the effectiveness of its program.

Record Keeping

District records for migratory children should include the following:

1. Immunization records and other health information;
2. Elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments;
3. Other academic information essential to ensuring that migratory children achieve to the challenging State academic standards; and
4. Eligibility for services under the Individuals with Disabilities Education Act. The

District is required to keep financial records to demonstrate:

1. The amount of funds under the grant or sub-grant;
2. How the District uses the funds;

3. The total cost of the program;
4. The share of the cost provided from other sources; and
5. Other records as needed to facilitate an effective audit.

The District must maintain migrant child records for three years after the date the District submits its last expenditure for the time period. If any litigation, claim, negotiation, audit, or other action involving the migrant child records is taken, the records must be retained until the completion of the action and resolution of all issues or until of the end of the regular three year period, whichever is later.

For an employee who has both migrant child and non- migrant child responsibilities, the District must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee's time distribution records. For instructional staff, including teachers and instructional aides, class schedules that specify the time that such staff members devote to migrant child activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.

Legal References:	20 U.S.C. § 6391, *et seq*.	Education of Migratory Children
	34 C.F.R. Subpart C	Migrant Education Program
	34 C.F.R. §§ 76.730-31	Records (EDGAR)
	34 C.F.R. § 200.333	Retention and Access Requirements for Records (EDGAR)

Policy History:
Adopted on: 4/13/09, 5/10/2021
Revised on:
Reviewed on: 4/12/2021

Idaho Digital Learning Academy Classes

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school designed to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grants students the flexibility of learning anytime, anyplace, and at a pace that meets their individual learning styles.

The District will use IDLA classes to supplement its curriculum and to provide remedial academic support.

Site Coordinator

The District will provide an individual, employed by the District, as a site coordinator. The site coordinator is to regularly motivate students and monitor their progress. The role of the site coordinator is to:

1. Advise students on appropriate courses for registration;
2. Ensure that students are completing work on a timely basis, including checking grades online every three weeks;
3. Proctor final exams; and
4. Facilitate communications with students' parents/guardians regarding course progress and the IDLA instructor.

Additionally, the site coordinator is a contact for the IDLA instructor and IDLA staff. A site coordinator shall be assigned to each building, or as an alternative, to each District. Anyone selected as a District site coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by the District.

Student and Course Selection

District administrators, counselors, and teachers will identify those students who will benefit from IDLA classes.

At the discretion of the principal or designee, students may be selected to take IDLA courses if they:

1. Need to make up credits in order to graduate on schedule;
2. Are eligible for hospital or homebound programs;
3. Are interested in advanced placement or dual credit courses;
4. Want to supplement their curriculum by taking courses not offered at their school;

5. Have scheduling conflicts;
6. Want to accelerate their academic program by taking additional courses to facilitate early graduation; or
7. Are excused from being physically present on the campus of their school of record for an extended period of time.

Students may be denied the privilege of IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

The parent/guardian, student, and principal or designee must confer and agree that the course(s) selected is/are academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course.

Ethical Conduct

Any student attending classes through IDLA shall adhere to the District's Acceptable Use of Electronic Networks policies and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the District's and IDLA's policies prior to IDLA classes beginning.

In the event of a violation of the acceptable use policy, plagiarism, or other disciplinary issues, IDLA will notify the District. The District shall take any disciplinary measures necessary as provided in District policy.

Tuition and Fees

The District shall abide by the IDLA Fees Policy Statement provided by IDLA. The District shall pay the IDLA cost associated with students who take IDLA classes as part of their normal school day. The District will pay the tuition and registration fees for eligible students, including the cost of classes taken for credit recovery or as a retake or remedial course unless the District offers the course directly and the student makes a personal choice to take the course through IDLA instead of the District's offering.

If the student is enrolled in six or more credits or sufficient classes to qualify as full time in a District high school, the student is responsible for all tuition and registration fees to be paid to IDLA associated with over-enrollment. In other words, if the student has made a personal choice to take more than a full course-load of classes for credit, such is the personal choice and personal cost of the student/family of student.

The student shall also be responsible for any tuition or registration fees for a course taken through IDLA which was offered by the District directly but taken via IDLA at the student's preference.

Grading

IDLA provides a percentage grade to the Districts. The District transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

Advanced Placement Designation on Transcript

If a student of the District takes an IDLA class, the District will specify on the student's transcript that the advanced placement course was taken through IDLA. The purpose for this is to ensure that the student's transcript reflects an approved provider of the advanced placement course, such as IDLA.

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy.

Policy Note: Some information to develop this policy was provided by the Idaho Digital Learning Academy.

Cross References:	3270	District Provided Access to Electronic Information, Services, and Networks
	3270P	Acceptable Use of Electronic Networks
Legal References:	IC § 33-5502	–Creation — Legislative Findings — Goal
	IC § 33-5505	Definitions
	Paulson v. Minidoka School District No. 331, 463 P.2d 935 (Idaho, 1970).	

Policy History:
Adopted on: 12/08/08
Revised on: 5/11/09, 7/6/09. 1/9/2024
Reviewed on: 12/11/2023

Special Education **2400**

This Board adopts as policy the Idaho Special Education Manual dated September 1999, and all subsequent amendments to the manual as developed by the Idaho State Department of Education, Bureau of Special Education. The accompanying appendices and forms to the Idaho Special Education Manual are not adopted as policy.

Written Agreements

This District may enter into a written agreement with a parent/adult student in certain situations pertaining to a student's Special Education program. All written agreements will be made utilizing the agreements set forth in the Idaho Special Education Interim Manual 2005 or any subsequent amendments to the manual and its forms.

Three-Year Reevaluation

The District and the parent/adult student may agree that the District will not conduct a three-year reevaluation. The following individual(s) is/are authorized to enter into such an agreement: Special Ed Director/Coordinator.

IEP Team Attendance Not Required

The District and the parent/adult student may agree that certain members of the Individualized Education Program (IEP) team are not required to attend an IEP team meeting, in whole or in part. The following individual(s) is/are authorized to enter into such an agreement: Special Ed Director/Coordinator.

If the meeting addresses the excused member's areas of expertise, he or she must provide written input to the IEP team prior to the meeting date.

IEP Team Meeting Not Required For Amending An IEP

The District and the parent/adult student may agree that an IEP meeting is not necessary to revise a student's IEP between annual IEP meetings. The following individual(s) is/are authorized to enter into such an agreement: Special Ed Director/Coordinator.

Extending the 60-Day Timeline

The District and the parent/adult student may agree to extend the 60-day timeline for developing and implementing an IEP for a student whenever:

- Another District initiates an evaluation or reevaluation of a student; and
- The student moves to this District before the evaluation or reevaluation has been completed; and
- This District promptly seeks information from the previous District and promptly completes the evaluation.

The following individual(s) is/are authorized to enter into such an agreement: Special Ed Director/Coordinator.

Legal Reference:

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446
34 C.F.R. 300.129 – 300.144
20 U.S.C. 1412(a)(10)
Idaho Special Education Interim Manual 2005
Idaho Special Education Manual 2007

Policy History:
Adopted on: 1/8/07
Revised on: 11/12/07, 12/8/08

Special Education Instruction **2405**

The Troy School District will use the guidelines developed by the Idaho Department of Education in its most current edition of the Idaho Special Education Manual regarding special education issues. The Idaho Special Education Manual is designed to assist Idaho school districts in understanding the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and meeting its requirements.

The Manual can be found on the State Department of Education's website.

Legal Reference: Idaho State Department of Education Special Education Manual, current edition

Policy History:
Adopted on: 9/13/2021
Revised on:
Reviewed on: 8/9/2021

Section 504 of the Rehabilitation Act of 1973 **2410**

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.

Legal Reference:

Rehabilitation Act of 1973, Section 504, 29 U.S.C. 794.
34 C.F.R. 104.36

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Parent and Family Engagement **2420**

District Policy Development

The District may receive Title I funds only if it conducts outreach consistent with federal law to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parents of participating children.

The District shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy will establish the District's expectations and objectives for meaningful parent and family involvement, and specifically describe how the District will:

1. **Demonstrate Joint Development of Engagement Plan:** The District shall involve parents and family members in jointly developing the District's Plan; and

2. **Coordinate Assistance and Support:** The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; and

3. **Coordinate with Other Programs:** The District shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the District's other relevant federal, state, and local programs; and

4. **Conduct Annual Program Evaluation:** The District shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:

    A. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

    B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

    C. The strategies that will be implemented to support successful school and family interactions.

5. **Implement Evaluation Findings:** The District shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the District's parent and family engagement policy described herein; and

6. **Establish a Parent Advisory Board:** The District shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy.

School-Level Policy Development

Each Title I school shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. In the event a school has an existing parent and family engagement policy that applies to all parents and family members, that school may amend its policy, if necessary, to meet the requirements of this policy. Similarly, if the District has an existing district-level parent and family engagement policy that applies to all parents and family members in all schools served by the District, it may amend that policy, if necessary, to meet the requirements of this policy.

1. **Parental Involvement**: All District schools receiving Title I funds shall:

   A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and

   B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and

C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and

D. Provide parents of participating children:

I. Timely information about qualifying programs;

II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

E. If the schoolwide program plan is not satisfactory to the parents of participating children, the school shall submit any and all parent comments on the plan to the District at the time the school first makes the plan available to the District.

2. **School-Parent Compact to Achieve High Student Academic Achievement**: As a component of the school-level parent and family engagement policy developed under this policy, each school shall jointly develop with the parents of Title I children a school- parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:

A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

II. Frequent reports to parents on their children's progress;

III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

IV. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

District and School Level Development

1. **Empowering Parents**: To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, both the District and each school within the District:

   A. Shall provide assistance to parents of children served by the school or District, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children; and

   B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; and

   C. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools; and

   D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children; and

E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

F. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; and

G. May provide necessary literacy training for parents from Title I funds in the event the District has exhausted all other reasonably available sources of funding for such training; and

H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; and

I. May train parents to enhance the involvement of other parents; and

J. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; and

K. May adopt and implement model approaches to improving parental involvement; and

L. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; and

M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;

N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and

O. Shall inform parents and organizations of the existence of the program.

2. **Accessibility of Information for Parents**: In carrying out the parent and family engagement requirements of this policy, the District and participating schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Cross Reference: 4160 Parents Right to Know Notices

Legal Reference: 20 U.S.C. § 6311 Basic Program Requirements-State Plans
20 U.S.C. § 6312 Basic Program Requirements-Local Education Agency Plans
20 U.S.C. § 6318 Basic Program Requirements-Parent and Family Engagement

Policy History:
Adopted on: 01/08/07
Revised on: 11/13/2017, 3/15/2021

Parent and Family Engagement Guidelines **2420P**

In order to achieve the level of and family engagement outlined in District Policy 2420 these procedures guide the development of each school's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

Parent involvement activities developed at each school will include opportunities for:

1. Volunteering;
2. Parent education;
3. Home support for the child's education; and
4. Parent participation in school decision making.

The District will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices. The District encourages schools to include family literacy when a substantial number of students have parents who do not have a secondary school diploma or its recognized equivalent or have low levels of literacy.

Roles and Responsibilities

Students

It is the responsibility of the student to:

1. Cooperate with school personnel and be responsible for their behavior;
2. Complete all homework assignments on time;
3. Participate to the best of their ability in all classes;
4. Read independently or with family on a regular basis; and
5. Let teachers, school counselors, and family know when they need help.

Parents

It is the responsibility of the parent to:

1. Actively communicate with school staff;
2. Be aware of policies, rules, and regulations of the school and District;
3. Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
4. Take an active role in assuring that the child is prepared to attend school each day; and

Parent and Family Engagement Guideline (continued) **2420P**

5. Utilize opportunities for participation in school activities.

Staff

It is the responsibility of staff to:

1. Work with parents to develop and implement a school plan for parent involvement;
2. Promote and encourage parent involvement activities;
3. Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and
4. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Community

Community members who volunteer in the schools have the responsibility to:

1. Be aware of the policies, rules, and regulations of the school and District; and
2. Utilize opportunities for participation in school activities.

Administration

It is the responsibility of the administration to:

1. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;

2. Provide training and space for parent involvement activities;

3. Provide resources to support successful parent involvement practices;

4. Provide inservice education to staff regarding the value and use of contributions of parents and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; and

5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand; and

Parent and Family Engagement Guidelines (continued) **2420P**

6. Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and

7. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of the District's other relevant programs; and

8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy; and

9. Ensure that each school in the District jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging State academic standards and includes the requirements of District Policy 2420.

Procedure History:
Promulgated on: 11/13/2017
Revised on: 3/15/2021

Parental Rights **2425**

The Board of Trustees encourages parents/guardians to be involved in their student's school activities and academic progress.

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is ". . . the duty of the Legislature of Idaho to maintain a general, uniform, and thorough system of public, free common schools."

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the District has established its practices, policies, and procedures as well as the approved curriculum and assessment program. The failure to follow the District's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to the District's violation of State and/or federal laws, rules, and regulations, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the District's operations and funding in jeopardy.

Parents/guardians and students are expected to abide by the District's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact District staff and resources, including employee working conditions, safety and supervision on school premises for school activities, and the efficient allocation of expenditures. The District will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload, and the assurance of the safe and efficient operations of the school.

If a parent has an objection to the District's implementation of various mandates through the District's practices, policies, and procedures, or if a parent/guardian would like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the school's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Trustees in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the District's adopted curriculum and/or the District's implementation of practices, policies, and procedures in accordance with educational mandates, on the basis that it harms the child or impairs the parents' firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or

program. A parent/guardian who chooses to not have their child participate in the provided educational activity, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Access to Learning Materials

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in the classroom of their student. Parents/guardians can request access to learning materials by contacting the school's administration during school hours.

Notice

The District shall annually provide parents/guardians with notice of their rights as specified in this policy.

Cross References:	2340F	Parental Opt-Out Form for Sex Education
	2420	Parental Involvement
	4105F	Request to Address the Board
	4175	Required Annual Notices
Legal References:	Id. Const. art. IX	Education and School Lands
	I.C. § 32-1010	Intent of the Legislature – Parental Rights
	I.C. § 32-1012	Parental Right to Direct the Education of Children
	I.C. § 32-1013	Interference with Fundamental Parental Rights Restricted
	I.C. § 33-6001	Parental Rights
	I.C. § 33-6002	Annual Notice of Parental Rights
	I.D.A.P.A. §§ 08.01-.04	State Board of Education and State Department of Education Administrative Rules

Policy History:
Adopted on: 8/10/20
Revised on:
Reviewed on: 7/20/20

Gifted and Talented Program **2430**

The term "Gifted and Talented" means students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or the ability in the performing or visual arts and who are capable of high performance and require services or activities not ordinarily provided by the District in order to fully develop such capabilities.

By law, the District is required to provide for special instructional needs of Gifted and Talented children enrolled in the District. The Board, in conjunction with the Superintendent and staff, shall develop the State required plan for the District's Gifted/Talented program. The Plan shall include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. Pursuant to State Board mandate, the Plan will be updated every three (3) years.

The Board designates the Superintendent to be responsible for development, supervision and implementation of the District's Gifted and Talented program. Such program shall include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

Identification of Gifted/Talent Students

The Superintendent shall establish procedures consistent with state guidelines for screening, nominating, assessing and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

On an annual basis, the District shall screen all potentially Gifted and Talented students to ensure they have an opportunity to be considered for the program. The screening criteria shall be age/grade appropriate, shall be nondiscriminatory, and shall comply with the procedures set forth in the District's Gifted/Talented plan.

The District shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs. Identification of Gifted and Talented students shall be based on multiple indicators of giftedness with information obtained through the following methods and sources:

1. Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.
2. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.
3. Information regarding students will be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

Gifted and Talented Program **2430**

Based on the assessment, the needs of the Gifted/Talented student will be matched with appropriate program options.

The District shall designate a certificated employee to develop, supervise, and implement the Gifted/Talented program.

Legal References:

I.C. 33-201 School Age
I.C. 33-2001 Definitions
I.C. 33-2003 Responsibility of school districts for education of gifted/talented children
IDAPA 08.02.03.999 Gifted and Talented Programs

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Advanced Opportunities **2435**

The District provides opportunities for students to begin earning credit for college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while they attend school in the District.

Participation in the District's advanced opportunities program requires parent and student agreement to program requirements and completion of the District's participation form documenting the program requirements found in 2435F.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Executive Director to establish procedures with timelines, requirements for participation, requirements for financial transactions, and transcription of credits.

Definitions

"Credit" means middle level or high school credit.

"Dual credit" means credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course. Students may be allowed dual credit when approved in advance.

"Full credit load" means at least 12 credits per school year for grades 7 through 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"Overload course" means a course taken that is in excess of a full credit load and outside of the regular school day, including summer courses

"School year" means the normal school year that begins upon the conclusion of the spring semester leading up to the break between grades and ends upon the beginning of the same break of the following year.

Fast Forward Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in the District with $4,125 to use toward overload courses, dual credits, college credit- bearing examinations, career technical certificate examinations, and federal registered workforce training programs that lead to regional 'in demand' jobs.

Students may access these funds in grades 7 through 12 for:

Advanced Opportunities (continued) **2435**

1. Overload courses, in an amount which may not exceed $225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.

2. Eligible dual credits, in an amount which may not exceed $75 per one dual credit hour.

3. Eligible postsecondary credit-bearing examinations.

4. Career technical education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.

5. Eligible CTE workforce training courses up to $500 per course and $1,000 per year. Eligible training courses and costs will be maintained by the State Department of Education.

To qualify as an eligible overload course for the program, the course must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Eligible examinations include advanced placement (AP), international baccalaureate (IB), college-level examination program (CLEP), and career-technical examinations.

The District shall make reasonable efforts to ensure that any student who considers participating in the District's advanced opportunities program understands the challenges and time necessary to succeed in the program. The District shall make such efforts prior to a student's participation in the program.

Parents of participating students may enroll their child in any eligible course, with or without the permission of the District, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

The District shall establish timelines and requirements for participation in the program, including implementing procedures for the appropriate transcription of credits, reporting of program participation, and financial transaction requirements.

A student who has earned 15 postsecondary credits using the advanced opportunities program and wishes to earn additional credits must first identify his or her postsecondary goals. Advisors shall counsel any student who wishes to take dual credit courses that the student should ascertain for him/herself whether the particular postsecondary institution that he or she desires to attend will accept the transfer of coursework under this section

The District will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

Challenging Courses

The Board hereby directs the Executive Director or designee to develop criteria by which a student may challenge a course. The Executive Director will present the criteria for challenging courses to the Board for approval. If a student successfully meets the criteria, then the student shall be counted as having completed all required coursework for that course.

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the building principal shall determine whether the student must pay for and successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program.

Advanced Opportunities Scholarship

Students who successfully complete grades 1 through 12 at least one year early may be eligible for an advanced opportunities scholarship. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of the District; and
2. Completes grades 1 through 12 curriculums in 11 or fewer years.
3. Applies within two years of graduating from a public school.

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes upon meeting these criteria.

If an eligible student requests an advanced opportunities scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal 35 percent of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation.

The District shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

Legal Reference:	I.C. § 33-4601	Definitions
	I.C. § 33-4602	Advanced Opportunities
	IDAPA 08.02.03.106	Advanced Opportunities

Other References: http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html

Policy History:
Adopted on: 10/8/18
Revised on: 9/16/19
Reviewed on:

Advanced Opportunities Participation Form **2435F**

This participation form allows students to participate in the *Fast Forward* program through the Idaho State Department of Education as authorized by *Idaho Code 33, Chapter 46: Advanced Opportunities*. By signing this form, the student and parent/guardian agree to the conditions and provisions of the program.

Students are allocated a total of $4,125 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to $225 per course. Definitions of full credit load may vary between schools.

2. Dual credits; a maximum of $75 per credit;

3. Examinations; Advanced Placement, International Baccalaureate, and College Level Examination Program

4. Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree;

5. Eligible CTE workforce training courses up to $500 per course and $1,000 per year; and
6. Federal, registered workforce training programs that lead to regional "in demand" jobs. Students should meet with their guidance counselor to develop a 4, 5, or 6 year learning plan that will help them maximize the benefits of this program according to the student's college and career interests. Intentional selection of coursework is a critical element of these programs.

All courses paid for by *Fast Forward* must be transcribed on the student's public high school transcript.

The parent/guardian and student understand that he or she will be held responsible for tuition and fees incurred as a result of participation in courses or exams taken from a college, university, or other provider, and will be responsible for complying with policies and procedures set forth by the provider.

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student's school district. Eligibility for payment is subject to the deadlines and procedures set forth by the District in partnership with course and exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to District guidelines. If a student fails to earn credit for a course paid for by *Fast Forward*, the student must subsequently pay for a "like" course on their own before he or she is eligible for further *Fast*

Advanced Opportunities Participation Form (continued) **2435F**

Forward funding. If a student performs inadequately on an examination paid for by *Fast Forward*, the local school district will decide whether the student may continue utilizing *Fast Forward* funding, or if he or she must pay for the cost of a "like" examination before using further funds. *Fast Forward* funds may not be used for repeated or remedial course work.

With the approval of the District, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by the District.

Student Name: _____

Date: _____

Student Signature: _____

Date: _____

Parent/Guardian Name:

_____Date:

_____

Parent/Guardian Signature:

_____Date:

_____

School Name: Troy Junior Senior High School

School District: Troy School District #287

Alternative Credit Options **2440**

In addition to regular classroom-based instruction, students may earn credit through the following means.

(If the alternative class is being taken to substitute for a Troy class which is required for graduation, the student must have registered for the alternative course prior to the first day of the semester in which the Troy course would normally be taken.)

Virtual/Online Courses

Students in grades 7-12 may register with agencies approved by the State Department of Education, such as the Idaho Digital Learning Academy, upon recommendation from the school counselor or administrator. Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at the high school;
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; OR
5. The Principal, with agreement from the student's teachers and parents/guardians, determined the student requires a differentiated or accelerated learning environment;

Unless otherwise approved by the Principal/designee, students taking such courses must be enrolled in the District and take the courses during the regular school day at the school site.

The school must receive an official record of the final grade before credits earned for coursework completed through virtual or online instruction will be recognized.

As determined by school policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the Principal/designee shall be obtained before a student enrolls in a virtual course.

Correspondence Courses

The District will permit a student to enroll in an approved correspondence course from an institution approved by the State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

High school students may earn, through correspondence, a maximum of six semester credits of academic credit to be applied toward graduation requirements. Exceptions must be approved by the Principal.

Alternative Credit Options (continued) 2440

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the Principal shall be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. prior permission has been granted by the Principal; and
2. the program fits the education plan submitted by the regularly enrolled student; and,
3. if the correspondence course is intended to substitute for a required class, the credit has been submitted prior to regular registration for that required class.

An official record of the final grade must be received by the school before a diploma may be issued to the student.

Credit By Examination

A student may receive credit toward high school graduation by passing an examination which assesses the student's knowledge of a given subject. The examinations must be approved and administered by the School District, and must cover the content included in a regular secondary education course on the subject. The student passing such examination will not be required to attend the regular school course in which the subject is taught.

A student may receive credit by examination for no more than one-half (½) of the total credits required for graduation and for no more than one-half (½) of the core credits required for graduation by this District.

Cross Reference: 2700 & 2700P High School Graduation Requirements
3030 Dual Enrollment

Legal Reference:
I.C. 33-5501, et seq. Idaho Digital Learning Academy
IDAPA 08.02.03.100.06

Policy History:
Adopted on: 1/8/07
Revised on: 11/12/07, 12/8/08

Technology and Distance Learning 2450

A thorough system of public schools has been defined by the Idaho Legislature as one in which students are introduced to current technology.

Throughout this School District's educational system, technology shall be integral to curriculum, instruction, and assessment. Technology moves communication to a new dimension. This District's educational system must lay the foundation for students to be able to participate comfortably in an increasingly technological society. Classroom activities shall include instruction using multimedia, distance learning, and other technologies.

Distance Learning Settings

In distance learning settings, this District shall provide for:

1. Adequate student contact with a teacher or paraprofessional during the instructional process.

2. Ready access for answering student questions.

3. Adequate teacher time to provide students with feedback on assignments and questions.

Cooperative Instructional Initiatives

It is the policy of this District to utilize current technology available for instruction and student use, as appropriate to the student population and subject matter. To ensure that the students and personnel are utilizing current technology to enhance the educational process, this District will evaluate the use of technology in the schools on an annual basis. Based on such evaluation and the District's budgetary constraints, the Board of Trustees shall prioritize the needs of the various schools and allocate funds to purchase new and replacement equipment and provide training, as necessary, to meet the intent this policy.

This District may enter into cooperative instruction with postsecondary institutions, other Districts, and other sources, at its discretion. This District shall be responsible for the quality of the programs offered and shall assure that all state standards are met.

A District-wide task force, whose membership will be determined by the Superintendent or designee, shall evaluate the use of technology in each classroom. At a minimum, the task force will assess the following issues:

1. The quantity and quality of the available equipment;

2. The application of technology for instructional purposes;

3. Staff training needs;

Technology and Distance Learning (continued) **2450**

4. The methods by which the students receive instruction and opportunity for application of technological advances; and

5. The utilization of technology to aid in record keeping and communication.

The task force shall issue an annual report to the Board of Trustees setting forth its assessment, and it will provide the Board with information regarding the availability and use of technology in every school in the District. The annual report shall include recommendations regarding training for personnel and acquisition of new and replacement equipment. The Board of Trustees shall take the task force's recommendations into consideration to provide the schools with adequate equipment and training as needed to provide the students with an introduction to current technology.

Legal Reference:
I.C. 33-1612
IDAPA 08.02.03.300

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Extended Learning Opportunities

The Board encourages students to pursue extended learning opportunities (ELOs) as a way to gain knowledge and skills outside the traditional classroom. The District shall allow students to receive credit for ELOs.

“Extended learning opportunity" or “ELO” shall mean an out-of-classroom learning experience that provides a student with:

1. Enrichment opportunities outside of a classroom setting;
2. Career readiness or employability skills, including internships, pre-apprenticeships, and apprenticeships; or
3. Any other type of out-of-classroom educational opportunity approved by the State Board of Education or the District.

ELOs may include, but are not limited to performing groups, internships, community service, apprenticeships, or other opportunities approved by the District, in conjunction with Board policies.

All ELOs shall comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

In determining whether to approve an ELO proposed by a student or by a prospective supervising organization, the District shall consider the overall benefits, costs, advantages, and disadvantages to both the student and the District.

Approval of a Proposed ELO

An organization such as a nonprofit organization, an Idaho business, a trade association, or the United States armed forces may apply to offer District students a for-credit ELO. The application must demonstrate the opportunity will teach students specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Requests by organizations seeking to offer an ELO shall be evaluated by the Superintendent or their designee. The Board directs the Superintendent to create a process for evaluating these applications.

At a minimum, all applications by supervising organizations or students must meet the following criteria:

1. Provide for administration and supervision of the program; and

2. Meet rigorous standards, including the minimum standards established by the District. The Board directs the Superintendent to draft such standards.

Request by Student for Credit

In addition to opportunities proposed by a supervising organization as described above, a student may request credit for a proposed ELO on an individual basis. To do so, they must provide written permission from their parent, if the student is a minor, to participate in a particular extended education opportunity.

The application must demonstrate the opportunity will teach the student specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Such applications must be submitted to the building principal at least 60 days prior to the beginning of the proposed opportunity when prior approval is sought. The deadline may be waived at the building principal discretion. Alternatively, a student may apply to receive credit for an activity as an ELO after it has begun, provided application is made within 60 days of the completion of the activity.

The application will be reviewed by the building principal and any other staff the District deems appropriate. A decision will be made within 30 days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.

Once a student-initiated opportunity has been approved as an ELO, the District may consider it an approved ELO for other students.

Nature of Credit Awarded

If a middle level or high school student requests credit for an ELO and the District approves this request, or if the student participates in an approved ELO, the student shall receive credit toward their graduation requirements.

If an elementary student requests credit for an ELO and the District approves this request, or if the student participates in an approved ELO, the student shall receive credit toward mastery of required skills or standards.

The District may award elective credit for an ELO that does not qualify for credit toward core of instruction graduation requirements.

The Board directs the Superintendent to draft criteria for determining whether a proposed learning opportunity will qualify for credit toward one or more core subjects, elective credit, or required skills or standards. Credit counted toward a core subject shall only be awarded for ELOs which align with the content standards of a course for which core credit is awarded.

The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the student's grade point average (GPA). In that instance, the course name and actual grade earned will be noted on the student's official transcript.

The Board may direct the Superintendent or their designee to track approved ELOs and may direct the Superintendent or designee to make information on approved ELOs available to guide students, parents/guardians, and community members who may be interested in pursuing or offering an ELO.

Responsibility

Any ELO shall be the financial responsibility of the student's parent/guardian. The student or their parent/guardian will be responsible for providing transportation to and from the off-campus site. However, the District may choose to provide transportation, if feasible.

The organization supervising any ELOs shall be responsible for the student's personal safety and well-being.

A signed agreement among the school, the student, the student's parent/guardian, and a designated agent of the supervising organization may be required before any ELO will be approved by the District. The agreement should specify the roles and responsibilities of each party.

It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course and may result in the ELO being counted as a failing grade.

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon request to provide evidence of progress and attendance. The building principal shall be responsible for certifying completion of the ELO and the award of credits consistent with the District's policies, procedures, and rules.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, each school shall develop appropriate mechanisms to document student progress and program completion in each student's record.

Legal References: I.C. § 33-6401 et seq. Extended Learning Opportunities

Policy History:
Adopted on: 5/9/2022
Revised on:
Reviewed on: 4/11/2022

Troy School District 287

INSTRUCTION **2500**

Library Materials

The school library is a principal location for students to inquire, to study and evaluate, and to gain new maturity and understanding. The District has the authority to regulate education and to determine the contents of the library collection. However, the Board also recognizes students' First Amendment constitutional rights. The school libraries of this District are guided by the principles set forth in the Library Bill of Rights.

Additionally, the District's school libraries adhere to all applicable District policies and procedures pertaining to student privacy and compliance with the Family Educational Rights & Privacy Act (FERPA) when it comes to records of materials checked out by students and any other student records. Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude therefrom all books, tracts, papers, and catechisms of a sectarian nature.

School library books are provided primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal may assess fines for damaged or unreturned books.

District residents or parents/guardians of nonresident students attending the District may be allowed use of library books at the discretion of the building principal. However, such access shall not interfere with regular school use of those books. Use of the library books outside of the District is prohibited except for interlibrary loan agreements with other libraries.

Cross Reference:	2140	Student and Family Privacy Rights
	2510 & 2510P	Selection of Library Materials
	2520	Selection, Adoption, and Weeding of Curricular Materials
	2530	Learning Materials Review & Reconsideration
	3570	Student Records
	3575	Student Data Privacy and Security
Legal Reference:	IC § 33-512	District Trustees - Governance of Schools
Other References:	Idaho Commission for Libraries website: https://libraries.idaho.gov/ Access to Resources and Services in the School Library by The American Library Association Library Bill of Rights by The American Library Association	

Policy History:
Adopted on: 12/8/08, 3/13/2023
Revised on: 5/9/2022, 2/13/2023
Reviewed on: 4/11/2022

Troy School District #287

INSTRUCTION **2510**

Selection of Library Materials

The District has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. The provision of a wide variety of library materials at all ability levels supports the District's school libraries' mission to:

1. Provide faculty and students with materials that enrich and support the curriculum and meet the needs of the students and faculty served

2. Provide students with a wide range of educational materials on all levels of difficulty and appealing to a wide range of interests and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view

3. Select materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions

4. Select materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the American Library Association's School Library Bill of Rights.

Although the Superintendent is responsible for ensuring qualified staff select library materials according to appropriate criteria, ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The principal further delegates that authority to the librarian in the school.

Library materials may include, but are not limited to print books, recordings, digital materials, periodicals and newspapers, and even equipment. This selection policy and its related procedure shall apply to all types of library materials.
The District's school libraries shall adhere to District policies and procedures related to copyright.

Cross Reference:	2150	Copyright
	2500	Library Materials
	2530	Learning Materials Review & Reconsideration
	4500	Public Gifts/Donations to the Schools

	9100	Use and Disposal of School Property
Legal Reference:	IC § 33-601	School Property - Real and Personal Property — Acquisition, Use or Disposal of the Same
	US Constitution, First Amendment	
Other Reference:	Library Bill of Rights: https://www.ala.org/advocacy/intfreedom/librarybill Idaho Commission for Libraries website: https://libraries.idaho.gov/ The Freedom to Read Statement: https://www.ala.org/advocacy/intfreedom/freedomreadstatement	

Policy History:
Adopted on: 1/8/07, 3/13/2023
Revised on:12/08/08, 2/13/2023
Reviewed on: 2/13/2023

Troy School District No. 287

INSTRUCTION **2510P**

Selection of Library Materials

The selection of library materials is a professional task conducted by the library staff. The librarian shall plan the acquisition of new materials as well as the maintenance and taking of inventory of library materials. This should include review to determine whether materials should be removed as part of the de-selecting process.

In selecting library materials, the librarian or their designee will consider whether they:

1. Fill a gap between the existing collection and the wants of students and staff;
2. Are integral to the instructional goals, curricular, or extra-curricular programs of the school;
3. Are appropriate for the reading level, understanding, and access abilities of students in the school;
4. Reflect the interests and relevant needs of the students and staff;
5. Warrant inclusion in the collection because of literary, historical, or artistic value and merit;
6. Present information with the greatest degree of currency, accuracy, and clarity possible;
7. Represent a fair and unbiased presentation of information while also representing as many shades of opinion as possible, in order that varying viewpoints are available to students; and
8. Reflect a variety of cultural backgrounds.

The librarian will examine materials and consult reputable, professionally prepared selection aids when selecting materials. They shall also seek and consider recommendations of material to acquire from teachers, students, administrators, and other District staff and community members as appropriate. The actual resource will be examined whenever possible.

The librarian shall also consider whether new material formats, such as online databases, ebooks, streaming media, apps, etc., should be added to the library's collections. Factors to consider in this decision include current demand, trends or growth in demand, and strengths and weaknesses of the format. Accessibility to patrons with special needs should also be considered when purchasing materials.

Special Collections

The District's school libraries may maintain special collections that reflect the unique character and mission of the schools these libraries serve. Each school library may have different priorities within its collections or special collections, and schools with specialized curriculums may have special collections that support those areas. Therefore, if a special collection is needed in a school library, then that school librarian shall work to develop a school-specific selection process providing guidelines for their special collections.

De-Selection

When materials no longer meet the criteria for selection, they shall be removed as part of the de-selecting process. De-selecting is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

The librarian of each school shall be responsible for ensuring the library's collection is reviewed for de-selection regularly in accordance with this procedure. All materials shall be considered for de-selecting based on accuracy, currency, and relevancy. Space limitations, edition, format, physical condition, and number of copies are considered when evaluating materials. The librarian will also consider how frequently an item is checked our or used by members of the school community to determine whether it still provides value. The de-selecting process shall not be used to circumvent the process for reconsidering learning materials described in Policy 2530.

School librarians should develop processes to guide collection maintenance, conduct an inventory of the collection, and review the collection for de-selecting to ensure that materials and resources are available to students and staff and also to more efficiently manage the collection. These processes should include guidance on repair, replacement, and removal of materials.

Discarded materials will be clearly stamped:

"WITHDRAWAL FROM _____ SCHOOL LIBRARY"

Materials will be discarded in compliance with Policy 9100.

Gifts

Gift materials may be accepted in accordance with District policies and procedures on donations and gifts with the understanding that they must meet criteria set for book selection. The school librarian shall evaluate whether a donated item meets the criteria for acceptance and ensure it is added to the collection or discarded according to the criteria in this procedure. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life. Donated materials that do not meet the District's criteria for inclusion in the library collection may be used for other purposes. This may include altering or cutting out portions of the book for art projects or other activities.

When feasible, the school librarian should explain to donors the District's practices regarding accepting and discarding donated materials. School librarians may maintain lists of suggested materials a donor might purchase for the library.

Procedure History:
Promulgated on: 3/13/2023
Revised on:
Reviewed on: 2/13/2023

Troy School District No. 287

INSTRUCTION **2520**

Selection, Adoption, Use, and Removal of Curricular Materials

The term "curricular materials" is defined as textbook; instructional media, including software; audio/visual media; and internet resources.

Curriculum committees will be responsible for recommending textbooks and major instructional materials for consideration by the Board as curricular materials. This does not include library materials, however, it does include curricular materials that are and are not covered by the State curriculum materials committee.

The Board shall establish a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the District. At least ½ of this committee must be comprised of persons other than public educators and Trustees and shall include parents of a child or children attending a school or schools within the District. All meetings of the committee shall be held in open session and be duly noticed.

The curricular materials adoption committee shall conduct its business in compliance with state open meeting law.

Any person may submit oral or written objections to any curricular materials under consideration.

Recommendations will be made to the Superintendent with a final decision being made by the Board. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established District goals and objectives.

For dual credit courses offered through institutions of higher education, the selection, adoption, and removal of curricular materials is handled by the provider. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Selection and Adoption

The curricular materials adoption committee should develop, prior to selection, a set of selection criteria against which curricular materials will be evaluated. The criteria should include the following along with other appropriate criteria. Curricular materials shall:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Be congruent with identified instructional objectives;
4. Provide background information to enable students to make intelligent judgments;

5. Present more than one viewpoint on controversial issues;
6. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
7. Depict members of minority groups realistically and in a non-stereotypical way;
8. Facilitate the sharing of cultural differences; and
9. Be appropriately priced.

Use of Materials

Curricular materials may be made available for loan to students when the best interest of the District and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

Removal

Curricular materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the Learning Materials Review & Reconsideration Process.

Cross References;	2500	Library Materials
	2510	Selection of Library Materials
	2530	Learning Materials Review & Reconsideration

Legal References:	IC § 33-118A	Curricular Materials – Adoption Procedures
	IC § 33-512A	District Trustees - District Curricular Materials Adoption Committees
	IC § 74-200 et seq.	Open Meeting Law
	IDAPA 08.02.03.128	Curricular Materials Selection

Policy History:
Adopted on: 1/8/07, 3/13/2023
Revised on: 12/8/08, 5/11/09, 8/20/20, 2/13/2023
Reviewed on: 2/13/2023

TROY SCHOOL DISTRICT NO. 287

INSTRUCTION **2530**

Learning Materials Review

Any parent/guardian of a District student, any student, any employee, or any District resident may formally challenge a specific learning material item used by the District's educational program.

Learning materials, for the purposes of this policy, are not limited to Board approved curriculum but shall also be considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

The major criterion for deciding whether to keep or remove a challenged resources is the appropriateness of the resource for its intended educational use. This may include:

1. The appropriateness of the material for the instructional objectives it is used to teach;
2. The appropriateness of the material's level of difficulty; and
3. The appropriateness of the material for the age group(s) with which it is used.

No library material shall be removed solely because of the ideas expressed therein.

Informal Process

Any individual identified above raises a complaint about a piece of learning material should first discuss the matter informally with the teacher, librarian, or other staff member who oversees its use. The patron should explain their objection to the material.

The staff member shall try to resolve the matter informally though such measures as:

1. Explaining the District's materials selection process, the criteria for selection and the qualifications of the professional staff who selected the questioned resource;
2. Explaining the intended educational purpose of the resource, its value as a resource, and any additional information regarding its use; and/or
3. Offering a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource in a manner that complies with Policy 2425 Parental Rights.

If the complainant wishes to make a formal challenge, the staff member may direct the complainant to this policy.

Formal Process

An eligible party who wishes to make a formal objection should submit their complaint in writing to the Superintendent.

The Superintendent convene a learning materials review committee. Members of this committee may include such parties as:

1. Instructional staff who have experience using the challenged resource with students;
2. Other teachers and librarians;
3. Administrators;
4. Parents/guardians of District students; and
5. Any other appropriate individuals selected by the Superintendent.

All members of the committee shall review the challenged resource. They shall also consider written or verbal comments submitted by parents/guardians of District students, District employees, and District residents on the material in question. Where appropriate, the committee may solicit advice or opinion from other District staff and/or relevant professional organizations of librarians, English teachers, or other appropriate professionals.

The committee shall vote on whether the challenged resource should be kept or removed in accordance with the principles set out in this policy or whether some other change should be made. The committee shall prepare a written report of its findings and provide copies to the Superintendent, the complainant, and to staff members who oversee use of the resource. The Superintendent shall review the committee's report.

If the material under consideration is part of the District's curriculum, and if the committee votes in favor of removing it from the curriculum, the Board shall review the report, and the Board shall determine whether the challenged resource should be kept or removed or whether some other change should be made.

If the material in question is a library resource or other material available to students and not part of the District's Board-approved curriculum, the Superintendent shall determine whether to keep or remove the material in question or if some other change should be made. The Superintendent's decision in this regard may be appealed to the Board.

If an appeal of the Superintendent's decision is made to the Board, the Board has the sole discretion in determining how to handle the complaint review, including but not limited to the Board's option of solely reviewing the committee's report and making a determination or seeking to speak with the parties involved in the complaint during a properly noticed meeting of the Board. The decision of the Board will be final.

Cross Reference:	2425	Parental Rights
	2500	Library Materials

Policy History:
Adopted on: 5/9/2022
Revised on: 4/11/2022
Reviewed on:

Field Trips, Excursions and Outdoor Education **2550**

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Overnight field trips must be approved by the Superintendent. Field trips which take student out of the state must be approved in advance by the Board. Building Principals have the authority to approve all other field trips.

Factors such as the age of the students, quality and uniqueness of the experience, and availability of chaperones and transportation, among others, will be considered in determining whether or not a field trip will be approved.

Building Principals shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness.

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Private automobiles will not be used for any field trip.

Legal Reference:
I.C. 33-512

Policy History:
Adopted on: 1/8/07
Revised on: 11/12/07, 12/8/08, 9/10/24

Contests for Students **2560**

Contests may be made available to students by outside organizations through the schools, subject to certain limitations. The Administrator shall determine that the contest is not in conflict with nor will it diminish the primary educational aims of the schools and that it meets the needs and interests of students.

The schools shall confine their participation in national contests to those national contests which are currently placed on the approved list published annually by the Committee on National Contests and activities of the National Association of Secondary School Principals.

A state or local contest in which students participate shall be:

1. One that supplements and does not interfere with the regular school program.
2. One that is beneficial to youth in education, civic, social or ethical development.
3. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration.
4. One whose subject is not commercial, controversial, sectarian or concerned with propaganda. It must emphasize high moral standards, good citizenship and intellectual competence.
5. One from which no contestant shall be excluded because of race, color, creed, sex or payment of entry fee.
6. One which does not place an undue burden on students, teachers or the school, nor requires frequent or lengthy absence of participants from the school.
7. One sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or amount of prizes offered. The contest or activity must not be used as a "front" for advertising a company name or product.

Contests will not be allowed unless they further the educational goals of the District.

Legal Reference:
I.C. 33-506

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Use of Video Recordings **2570**

Purpose

The Board believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

Educational Relevance

The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work; fair and accurate representation of the facts; the reputation and significance of the writer, director, and performer(s); and critical acclaim of the work itself.

Age Appropriate Movies

Elementary Level: Only G-rated movies may be shown without parental permission. However, parents must be notified that the movie will be shown in class. Any PG-rated movie to be shown at the elementary level requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

Junior High Level/Middle School: Only G-rated movies may be shown without parental permission. Any movie with a PG-rating to be shown at the junior high/middle school requires parent/guardian notification. Any movie with a PG-13 rating to be shown at the junior/middle school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

High School: Only G, PG, and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R-rated movie may be shown. Any segment of an R-rated movie to be shown at the high school requires a signed written consent from a parent/guardian that must be kept on file before the student may view the video.

The Board discourages the showing of R-rated movies in school. However, the Board also recognizes that some segments of certain R-rated movies may have a valid educational purpose. Therefore, R-rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

Use of Video Recordings (continued) **2570**

Administrator's Authorization

At least five days prior to the showing, the instructor or teacher shall submit to the principal, in writing, the following information on the particular film:

1. Title and brief description;
2. Purpose for showing the movie or video;
3. Course objectives the movie or video will help meet;
4. Proposed date(s) of viewing;
5. When and how parents will be notified and how, if necessary, consent will be obtained; and
6. Audience rating (G, PG, PG-13).

Copyright

All District employees must comply with federal copyright laws as well as publisher licensing agreements. The legal requirements apply regardless of:

1. Whether an admission fee is charged;
2. Whether the institute or organization is commercial or non-profit; and
3. Whether a federal, State, or local agency is involved.

An educational exemption, also called the face-to-face teaching exemption, is a precise activity which allows the legal use of movies in certain types of teaching. In order for a movie showing to be considered an educational exemption, all of the following criteria must be met:

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy;
6. The showing complies with Policy 2150 and Procedure 2150P.Recorded Programs from Network and Cable Television: Teachers may only show programs recorded ~~off-air~~ from network and cable television channels, in a manner that complies with federal copyright law and administrative rules.

Other Organizations Using School Facilities

In the event any outside organizations use a school facility and wish to show movies, videos, or other audiovisual materials, it is only legally permitted if the District itself has a Public Performance Site License from Movie Licensing USA. School districts without such a license can be held liable if an outside organization involves them in copyright infringement by permitting movies, videos, or audiovisual materials to be used in a District facility. Once licensed, the

Use of Video Recordings (continued) **2570**

District may exhibit movies copyrighted by the studios so long as they are secured from a legal source, such as a video rental service, school library, media center, or a personal collection.

Cross Reference:	2150	Copyright
	2150P	Copyright Compliance
Legal Reference:	Pub. L. 94–553	The Copyright Act of 1976

Policy History:
Adopted on: 12/8/08, 12/13/2021
Revised on: 11/8/2021
Reviewed on:

2570F

Parental Movie Opt-Out/Consent Form

The {{Full_District_Name}} Board of Trustees believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, the {{Full_District_Name}} Policy 2570 Use of Commercially Produced Video Recordings promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Parental Opt-Out Form for Movies, Videos, etc.

I, _____, parent/guardian of _____, request that my child be removed from class and/or student activities when the following movie(s) or video (s) is/are shown:

_____

_____

_____

I have had the opportunity to review the materials mentioned above and have explained to my child why I do not wish to have him or her view it/them.

_____ _____

Date Signature of Parent/Guardian

Parental Consent Form for Movies, Videos, etc.

I, _____, parent/guardian of _____, allow my child to view the following movie(s) or video(s) when it/they are shown in class:

_____ Rating: _____

_____ Rating: _____

_____ Rating: _____

I have had the opportunity to review the materials mentioned above and understand the ratings of said movies and videos as designated above.

_____ _____

Date Signature of Parent/Guardian

Policy History:
Adopted on: 12/13/2021
Revised on:
Reviewed on 11/8/2021

Use of Animals in Educational Programs **2580**

Animals may be brought into the school setting for educational purposes only in accordance with the policies of the District and the procedures established by the Superintendent and/or building principal with regard to the presence of animals.

This policy does not apply to service animals. Students', guests', and/or employees' use of service animals is handled in accordance with applicable state and federal laws and District Policy. Likewise, Police and SRO K-9 use is handled in accordance with applicable school search policies and regulations.

To protect students and staff, the following applies to animals brought into the school facilities for educational purposes. The District's Superintendent and/or building principal may place additional guidelines or restrictions upon the presence of specific animals in the school setting. Further, the presence of any animal, whether regularly or periodically housed in a classroom or brought into the school for an isolated or singular visit, requires timely pre-approval from the building principal.

Animals Regularly or Periodically Housed in Classrooms

1. No animal shall be housed in any school classroom without pre-approval of the building principal.

    A. A classroom teacher seeking to house an animal in the classroom shall submit such request in writing explaining the educational purpose of having an animal(s) in the classroom setting. A separate form must be provided for each animal to be housed in a classroom. All information sought on such form must be completed fully and accurately, to the best of the employee's knowledge.

    B. The teacher signing this request application is responsible for assuming primary responsibility for the animal and shall be designated as the animal's supervising teacher.

2. Prior to exposing any student to a live animal in the classroom, the supervising teacher shall provide written notification to all parents, including a copy of Form 2580F Student Permission Form for Exposure to Animals to obtain parental/guardian consent.

    A. Copies of all such completed Student Permission Forms shall be maintained in the classroom by the supervising teacher with a copy provided to and maintained by the building administration.

B. The supervising teacher shall consult with any parent/guardian with regard to students who are immunocompromised or have allergies, asthma, or other health concerns relating to contact or proximity to animals.

3. The supervising teacher who has been granted permission to house (an) animal(s) in the classroom shall provide formal classroom instruction to students regarding sanitation in the handling of animals and shall require all individuals handling animals to subsequently wash his or her hands thoroughly with soap and water.

4. Any student handling any animal must be directly supervised by the supervising teacher.

A. Only the supervising teacher or students designated by the supervising teacher, with proper permission as detailed herein, may handle a classroom animal.

B. Handling of any animals should be age appropriate, considering the disease-related risks of certain animals (i.e. hamsters, guinea pigs, and gerbils – Salmonella bacteria and Lymphocytic choriomeningitis virus; reptiles and amphibians - Salmonella bacteria; farm animals – E. coli, Salmonella, Campylobacter and Cryptosporidium).

C. Should any student or employee be injured, including but not limited to animal bites or scratches, associated with the handling of a classroom animal, the supervising teacher is responsible for immediately reporting such event, in writing, to the building principal and assuring the student is directed to the school's office for appropriate medical care.

1. If appropriate, a District accident/injury report will be completed.
2. The school's personnel shall notify the student's parent/guardian.
3. If appropriate, personnel shall notify public health officials.
4. At no time shall any student be exposed to an inherently dangerous animal or any animal which due to size, nature, or aggression could cause injury to a student.

5. Animals shall be handled humanely and in a healthy environment. If animals are to be kept in the classroom on days when classes are not in session, the supervising teacher shall be responsible for making arrangements for their care and safety.

6. Animals shall be displayed in enclosed cages or tanks or under otherwise appropriate restraints.

A. Upon placement in the classroom, the building principal shall inspect the enclosure and ensure that it meets standards for safeguarding the health and welfare of students.

B. Under no circumstances shall any student be allowed to clean any enclosure, cage, tank/aquarium, or other holding enclosure for any classroom animal or touch or otherwise come into contact with the materials that have been removed from any cleaned enclosure, cage, tank, aquarium, or other holding enclosure.

C. Under no circumstance shall any student be allowed to touch or come into contact with any animal waste.

7. Animals must be clean and free of intestinal parasites, fleas, ticks and mites.

8. Animals shall not be brought in or obtained from the wild. If sought by the building principal, the supervising teacher shall provide proof of purchase or proof of transfer of the animal in question.

9. Animals maintained in a school classroom shall not have access to or contact with wild animals.

10. Classroom animals shall not be permitted to freely roam about any classroom or other area of the school.

11. No animal shall be allowed in any area of the school where food or drink is prepared or consumed.

12. Absent pre-approval from the Building principal, food for animals must be stored in air-tight closed containers, preferably hard plastic.

    A. Feeding of classroom animals shall not occur in the presence of any student.
    B. The supervising teacher and the building principal shall, at the time the animal comes into the school setting, confer as to the manner and method of feeding of such animal.
    C. The supervising teacher shall agree with the directive of feeding of the animal or the animal shall not be permitted to be present at school.
    D. No "live-feeding" shall occur in the school setting.

13. The supervising teacher shall be responsible for the proper cleaning and disinfection of any area in which the animal is present.

    A. The supervising teacher, building principal, and custodial personnel shall confer, at the time the animal comes into the school setting, regarding any necessary precautions for cleaning and maintenance in the classroom and/or around the animal or addressing animal waste.

    B. The supervising teacher shall be responsible for the disposal of animal waste, using appropriate plastic bags and disposable gloves and sanitary cleansers.

14. Prior to the animal being brought into the classroom, the supervising teacher is responsible for assuring that no special permits, licenses, or other requirements (i.e. health/medical certification or examinations) are necessary to own and house the animal. If a permit, license, or other requirement does exist associated with the animal, it is solely the supervising teacher's responsibility comply with such requirements and to provide the building principal with a copy of documentation assuring compliance. Any animal not in compliance shall not be brought into the school's setting. Any health care records associated with the animal shall be maintained in the classroom and is the responsibility of the supervising teacher

.

15. At the commencement of each school year the building principal shall be responsible for cataloging any and all animals that are present in classrooms.

    A. Should a new animal be brought into the school setting, or an existing animal leave the school setting, the supervising teacher is responsible for notifying the building principal.

    B. The building principal is responsible for providing a copy of the animal catalog to the Superintendent.

16. No animal shall be transported on any school bus.

Visiting Animals to the Schools

1. As part of an educational program, there may be isolated instances in which an animal is brought into the school's setting. Prior to any such animal coming into the school setting, pre-approval must be obtained from the building principal no less than five school days prior to the scheduled event.

2. To seek approval, a written request must be submitted to the principal including the following:

    A. The date and activity in question;
    B. Detail as to the relevance of the animal to the educational program; C.
    The animal(s) requested to be allowed on school property;
    D. Information as to how the health and safety of students, school personnel, and the animal will be addressed; and
    E. Copies of current health records and/or proof of current vaccination, as applicable (as detailed herein).

3. All animals must be housebroken.

4. The animal's owner agrees to hold the District, its employees, and agents harmless for any injury to the animal, including death, and any injury to any individual, including the handler, school staff, or school student.

Animal Dissection

1. Experiments on living animals are prohibited; however, behavior studies that do not impair and animal's health or safety are permissible only after having obtained written pre-approval from the building principal.
    A. In order to obtain principal approval, the classroom teacher must submit a written request providing details as to the behavior study to be conducted, the manner and

details of the study, and how the health and welfare of students and the animal will be safeguarded.

C. Such request shall be submitted no later than five school days prior to the desired start of the behavior study.

3. The dissection of dead animals or parts of dead animals shall be allowed in a classroom only when the dissection exercise contributes to or is part of the approved educational program of the classroom.

A. Prior to scheduling any educational dissection, the classroom teacher shall confer with the curriculum director and building principal to address the scheduling and approval of the educational activity. Such discussion shall occur no later than 15 days prior to the scheduled classroom activity.

B. All dissection of animals and the parts of dissected animals shall be confined to the classroom.

C. Students who object to performing, participating in, or observing the dissection of animals shall be excused from the classroom during such educational activity without penalty, discipline, or negative impact upon the student's grade. Alternate projects will be assigned to any such non-participating student.

Prohibited Animals

1. Regardless of the desired educational purpose, the following live animals are prohibited in any school facility, for any time or purpose:

A. Inherently dangerous animals;

B. Any venomous or toxin producing animals; C.

Aggressive or unpredictable animals;

D. Stray animals or animals with no health or vaccination history; E.

Mammals at high risk for having or transmitting rabies; and

F. Any animal on the Idaho Invasive Species List for which proper state permitting and documentation of ownership has not been obtained prior to classroom housing (i.e. Snapping Turtle, Read Eared Slider, Mediterranean Gecko, Brahminy Blind Snake, Monk Parakeet, and Nutria).

2. The building principal may prohibit any animal from being present upon the school's property on a case by case basis.

Use of Animals in Educational Programs (continued) **2580**

Health and Vaccination Requirements

1. Prior to bringing certain animals into a school building, current health records and/or proof of current vaccinations is required as follows:

   A. Cats: A health certificate from a licensed veterinarian showing proof of current vaccination against feline distemper/upper respiratory vaccine (FVRCP), feline leukemia, feline chlamydiosis and rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.

   B. Dogs: A health certificate from a licensed veterinarian showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, canine parainfluenza (CPVI), parvovirus, Bordatella, and rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months. The District may also request proof of current licensure of the dog.

   C. Ferrets: A health certificate from a licensed veterinarian showing proof of current vaccination against rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.

   D. Psittacine Birds (parrots, parakeets, budgies and cockatiels): A health certificate from a licensed veterinarian showing proof of treatment or negative test results for psittacosis (avian Chlamydiosis).

2. The Superintendent shall make the final determination as to whether or not any animal may be present upon school property. When making such a determination the primary factor of consideration shall first be the health and welfare of students.

Cross Reference:	2340	Controversial Issues and Academic Freedom
	2345	Speakers in the Classroom and at School Functions
	2375	Service Animals in Schools
	3370	Searches and Seizure

Legal Reference: I.C. § 33-6001 Parental Rights

Policy History:
Adopted on: 7/16/18
Revised on:

Student Permission for Exposure to Animals(s) **2580F**

To be used when animal(s) are brought into the classroom or learning center for educational purposes.

Student: Grade/Teacher:

Dear Parent(s)/Guardian(s):

As allergies, asthma, immune problems, and/or other health concerns may make animal contact inappropriate for some students, District guidelines require prior parent/guardian permission for student contact with animal(s) in school.

On *(insert date)* , the following animal(s) will visit my classroom for educational purposes:

☐ Cat	Bird	
☐ Guinea Pig	Dog	
☐ Hamster	Reptile or amphibian	
☐ Mouse	Gerbil	Other

The following animals are prohibited in schools:

1. Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians);
2. Wild or exotic animals;
3. Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes);
4. Non-human primates;
5. Stray animals;
6. Aggressive or unpredictable animals;
7. Any animal in the Idaho Invasive Species List; and
8. Any animal considered inherently dangerous.

The building principal or designee will ensure that the District's policies and procedures for the use of animals in education programs are followed. I will also supervise the entire student-animal contact session, have a clean and disinfected area for showing the animal(s), not allow food or drink in the animal showing area, and will appropriately dispose of animal waste. **Under no circumstances are students allowed to clean cages or handle animal waste.**

Please complete and return this form to me by *(insert date)* . If you have any questions or concerns, please feel free to contact me at *(insert contact information).*

Student Permission for Exposure to Animals(s)(continued) **2580F**

To Be Completed by Parent/Guardian:

☐ I **do** permit my student identified above to be exposed to the animal(s) listed above. I further agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my student's exposure to the animal(s) listed above.

☐ I **do not** permit my student identified above to be exposed to the animal(s) listed above. I understand that when the animal(s) listed above are present, my student will be excused from classroom attendance without penalty and given an alternative educational activity.

_____
Parent/Guardian Name (*please print*)

Parent/Guardian Signature _____ Date

_____
Parent/Guardian Name (*please print*)

Parent/Guardian Signature _____ Date

Note: If only one parent/guardian signs this form, please certify the following:

I, _____(parent/guardian), have full authority to sign and consent to this Permission Form and Release as an agent of any and all other parent(s) and/or legal guardian(s).

District Procedure on Dissection of Animals **2580P**

Actor	Action	Time
Superintendent	Keeps a catalogue provided by building principals of all schools that house animals in schools.	Continuously
Building Principal	Reviews requests to have animals housed in classrooms; approves or denies requests, and reports back to teacher and/or curriculum director; Ensures that that students objecting to dissections have the right to refrain, and the availability, if any, of an alternative; Reviews proof of purchase or transfer from supervising teacher of the animal to ensure it was not obtained from the wild; Works with the supervising teacher to confer on the manner and method of storage and feeding for the animal; Reviews permit, license, or other requirement associated with the animal, when applicable; Catalogs any and all animals that are brought into classroom. Provides catalogue to Superintendent; Reports any injury to parent/guardian, and oversees any procedure of removing animal from the classroom if necessary;	Annually, when course offerings and descriptions are distributed to students
Curriculum Director	Identifies: 1. Which, if any, courses contain a dissection project, and 2. The available alternative projects. Reports this information to the building principal;	Throughout the curriculum development process

	"Dissection" includes cutting, killing, preserving, or mounting of living or dead animals or animal parts for scientific study; it does not include the cutting, preserving, or mounting of: 1. Meat or other animal products that have been processed for use as food or in the preparation of food, or 2. Wool, silk, glue, or other commercial or artistic products derived from animals; Students who object to performing, participating in, or observing a dissection must be excused from classroom attendance without penalty;	
Supervising Teacher	Submits request to have a live animal in the classroom to building principal; provides proof of purchase/transfer as well as up to date vaccination and medical records of the animal; Complies with any licensure or permit requirements; Provides student permission forms and provides copies to students; consults with parents/guardians with regard to students who may have health concerns related to contact with or proximity of animals. Acts as primary caretaker of the animal; Provides formal classroom instruction to students regarding best sanitary and safety practices; Work with building principal to create procedures for the storage of food and feeding of animal; Properly disposes of animal waste; Reports any changes in location of the animal to the building principal;	Annually Annually Continuously

	Reports injury caused by animal to building principal and directs student to appropriate medical care;	
Students	Notifies supervising teacher and building principal if they have difficulties associated with in-classroom animal; If dissection is objectionable, asks the teacher to be excused from the dissection project and requests an alternative project;	Within the first 10 days of the course, if possible
All Staff Members	Do not penalize or discriminate against a student in any way for refusing to perform, participate in, or observe dissection.	Continuously

Procedure History:
Adopted on: 7/19/18
Revised on:

TROY SCHOOL DISTRICT #287

2000 - INSTRUCTION

Promotion/Retention (K-8) **2600**

The Board recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop curricula and programs which meet the individual and unique needs of all students and allow them to remain with their age cohorts.

In general, students will be placed at the grade level to which they are best adjusted academically, socially, and emotionally.

In the elementary grades, students will usually progress annually from one (1) grade to the next. However, in cases where it has been determined that retention or promotions is in a particular student's best interest, he or she may be retained in the same grade for one (1) additional year or promoted one (1) year. Such retention must be cleared in advance by the building principal and discussed in advance with the parent of the child.

The student's teacher(s) may recommend retention or promotion. A team composed of the teacher(s), counselor, principal, and parent/guardian will review all aspects of the student's physical, intellectual, educational, social, familial, and psychological characteristics and determine whether the student should be retained or promoted.

If a parent insists on the child being retained or promoted, a notice will be placed in the child's file that the retention or promotion was a parent decision and not recommended by the school.

In secondary programs a student's progress is determined by the number and nature of the subjects passed.

Legal Reference:
I.C. 33-512(2)

Policy History:
Adopted on: 1/8/07
Revised on: 11/12/07, 12/8/08

Advancement Requirements (6 through 9) **2605**

The District has established a set of advancement requirements for 6th through 9th grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the District sets the following advancement requirements:

1. To advance to the 7th grade, students must earn at least 80 percent of the credits attempted in 6th grade and be in compliance with the District's attendance policy.

2. To advance to the 8th grade, students must earn at least 80 percent of the credits attempted in 7th grade and be in compliance with the District's attendance policy.

3. To advance to the 9th grade, students must earn at least 80 percent of the credits attempted in 8th grade, complete instruction in career exploration, and be in compliance with the District's attendance policy. Students must also meet the 8th grade mathematics standards.

   Additionally, unless the student's parent/guardian provides the District with a written request that the plan not be developed, the student must develop a career pathways plan which outlines the student's plans for high school and beyond as required by IDAPA 08.02.03.104.02.a. The District shall make a good faith effort to notify each student's parent/guardian of their responsibility for assisting in the development and approval of the student's career pathways plan. Each year following the development of the plan until the student graduates or leaves the District, the policy shall be reviewed by

   1. The student and their parent. A copy of the plan will be provided to them to review, sign, and return to the District.

Students who have failed more than 20 percent of the courses attempted in the 6th, 7th, or 8th grade may make up the credits needed to achieve the minimum portion of credits attempted by retaking the necessary course(s) during the summer, online, or through correspondence.

Legal References
IDAPA 08.02.03.107

Policy History:
Adopted On: 08/10/26
Revised On:
Reviewed On: 07/13/26

Advancement Requirements (9-12) **2610**

In secondary programs a student's progress is determined by the number and nature of the subjects passed.

The District has established a set of advancement requirements for 9-12 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the District:

1. To advance to the 10th grade, students must earn at least 12 credits in 9th grade, 6 credits of which must be in English, math or science.
2. Failure to pass a 9th grade English, math or science class shall necessitate the failed course being retaken even though the student may have earned enough credit to advance to the 10th grade.
3. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer.
4. A student who is retained in the 9th grade would normally have to repeat all classes. However, the Principal may allow the student to take one or more advanced courses.
5. Students may be retained at each grade level if the following year requirements are not met by August 30:
   A. A minimum of 12 credits is required for advancement into the 10th grade. B. A minimum of 24 credits is required for advancement into the 11th grade.
   C. A minimum of 36 credits is required for advancement into the 12th grade.

Policy History:
Adopted on: 12/8/08
Revised on:

Grading and Progress Reports **2620**

The Board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The Board directs the Superintendent to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility. Staff members, parents and teachers shall be involved.

Grades

ELEMENTARY: Refer to Troy Elementary for K-6 “program for mastery of standards” system utilized for grading purposes.

SECONDARY: The grading system for grades 7-12 shall be a letter grade based on the following percentage levels:

A = 90 – 100
B = 80 – 89.99
C = 70 – 79.99
D = 60 – 69.99
F = Below 60
S = Satisfactory
U = Unsatisfactory
I = Incomplete
P = Passing - passing mark indicating effort rather than attainment
* = Modified course

A student who has finished a class but has yet to complete all of the required class assignments and/or examinations shall receive an incomplete on his/her report card at the end of the grading period. If, two weeks after the grading period, the required assignments and/or examinations remain unfinished, the student shall received a permanent grade of "F", signifying that the student has failed to meet the requirements of the course. Extensions of the two-week period may be granted by the building Principal or Superintendent of Schools only under special circumstances.

A student who has finished all required assignments and/or examinations for a course, but who fails to meet the attendance requirements set by the Board of Trustees, shall receive an "NC' on his/her report card at the end of the grading period.

Pass/fail grades received in class will not be used to calculate grade point averages and will not affect selection of valedictorian and salutatorian.

Grading and Progress Reports (continued) **2620**

Report Cards

Report cards are used by all schools and at all levels to report student progress to the parents/guardians. Report cards shall be issued at the end of each quarter.

Report cards for secondary students shall be distributed to the students at the end of the first three grading periods. Report cards will be distributed to the parents/guardians at the end of the fourth grading period.

At least two (2) parent-teacher conferences shall be held each year. Conferences with parents/guardians should be arranged on an individual basis whenever necessary.

Progress Reports

Progress reports shall be issued every three (3) weeks throughout the year for grades five and six. Parents of secondary students are encouraged to use the Parental Access Support System (PASS) to check student progress. Grades shall be updated at least once a week.

When a student's grades are a concern, parents are encouraged to make appointments with the teachers to discuss how best to bring up the grade by the end of the grading period. Progress reports may be mailed home upon parental request.

Legal Reference:
I.C. 33-512(2)

Policy History:
Adopted on: 1/8/07
Revised on: 11/12/07, 12/8/08, 5/10/10, 5/09/11

Parent-Teacher Conferences **2625**

Parent-Teacher Conferences have been adopted by the District as a means of reporting student progress to parents in K - 12 grades. These conferences are to serve as a two-way method of face-to-face communication for the benefit of the child. They should not necessarily be confined to reporting, but may be planned for any occasion that will be helpful to the teacher, the child and the parent(s). They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

Schedule for conferences, the number of conferences and general details shall be worked out to meet the needs of the parents, teachers, and students.

Policy History:
Adopted on: 12/8/08
Revised on:

Homework **2630**

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and should be evaluated and returned to students in a timely manner.

Homework may be assigned when it serves an educational objective that can best be accomplished by an out-of-class assignment or activity. In determining the amount of work assigned to students, each teacher must recognize the other obligations and time commitments the students have to their family and other organizations.

Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

Legal Reference:
I.C. 33-512(2)

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

Assessments **2650**

Purpose of Statewide Assessments

A statewide assessment program has been established by the Idaho State Board of Education. This District is required to participate in the statewide assessment program as long as the program is funded by the state. The purpose of the statewide assessment program is to:

1. Measure and improve student achievement;
2. Assist classroom teachers in designing lessons;
3. Identify areas needing intervention and remediation, and acceleration;
4. Assist districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments;
5. Inform parents/guardians of their student's progress;
6. Provide comparative local, state, and national data regarding the achievement of students in essential skill areas;
7. Identify performance trends in student achievement across grade levels tested and student growth over time; and
8. Help determine technical assistance/consultation priorities for the State Department of Education.

Testing of Students

All students in Idaho public schools, grades kindergarten through twelve (K-12) are required to participate in the comprehensive assessment program, approved and funded by the Idaho State Board of Education.

Special Education Students

All students who are eligible for special education pursuant to the Individuals with Disabilities Education Act (IDEA) shall participate in the statewide assessment program. Each student's individualized education program (IEP) team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations, or adaptations, or whether the student qualifies for and shall participate in the alternative assessment.

English Language Learner Students

English Language Learner (ELL) students who have been in an English speaking school for less than one (1) year and score a 1 or 2 on the Pre-LAS or LAS, or a 1 or 2 on the Woodcock- Munoz, or an A or B on the IPT, or limited or intermediate on the Macualitas may be excluded

Assessments (continued) **2650**

from testing. If the student does not have a local language score, he or she is not excluded from testing.

Comprehensive Assessment Program

The District will administer each of the following assessments in compliance with the time period required by the Idaho State Board of Education:

1. Kindergarten – Idaho Reading Indicator;

2. Grade 1 – Idaho Reading Indicator;

3. Grade 2 – Idaho Reading Indicator;

4. Grade 3 – Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Test (Language Arts/Communication and Math Standards);

5. Grade 4 – Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Test (Language Arts/Communication and Math Standards);

6. Grade 5 – Direct Writing Assessment, Grade 5 Idaho Standards Achievement Test (Language Arts/Communication and Math Standards);

7. Grade 6 – Direct Math Assessment, Grade 6 Idaho Standards Achievement Test (Language Arts/Communication and Math Standards);

8. Grade 7 – Direct Writing Assessment, Grade 7 Idaho Standards Achievement Test (Language Arts/Communication and Math Standards);

9. Grade 8 – Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Test (Language Arts/Communication and Math Standards);

10. Grade 9 – Direct Writing Assessment;

11. Grade 10 – High School Idaho Standards Achievement Test (Language Arts/Communication and Math Standards)*;

12. Grade 11 – High School Idaho Standards Achievement Test*; and

13. Grade 12 – High School Idaho Standards Achievement Test*.

* Students who do not receive a proficient score on a portion or portions of the High School Idaho Standards Achievement Test will retake the appropriate portion or portions each time thereafter that it is offered. Once a student achieves proficiency, at a level established by the Idaho State Board of Education, on a portion or portions of the assessment, regardless of which grade level, Grade 10 through Grade 12, that student is not required to continue taking that portion or portions.

Assessments (continued) **2650**

In addition, this District will write and implement assessments in social studies, science, health, and humanities, in compliance with the state and federal requirements.

The District will employ the same security measures in protecting statewide assessment materials from compromise as they use to safeguard other formal assessments.

The District will not charge student time spent in statewide assessments against attendance requirements.

Nonpublic students in the equivalent grades set forth above may take the exams at private school or parent/guardian expense.

Assessment for Dual Enrollment

For the purpose of nonpublic school student participation in non-academic public school activities, the Idaho State Board of Education recognizes the following:

1. The Idaho Standards Achievement Test (Grades 3-8 and High School).

2. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas (Language Arts/Communication, Math, Science, Social Studies, Health, and Humanities). Portfolios will be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building Principal at the school where dual enrollment is sought.

Legal Reference:
I.C. 33-203
IDAPA 08.02.03.111.01 to 08.02.03.111.13.b.vi

Policy History:
Adopted on: 1/8/07
Revised on: 12/8/08

High School Graduation Requirements **2700**

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, at a minimum, satisfy those established by the State Board of Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9th grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades 9 through 12. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

A student who possesses a disabling condition shall satisfy those competency requirements which are incorporated into the Individualized Education Program ("IEP"). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Cross References:	2435	Advanced Opportunities
	2700P	High School Graduation Requirements
Legal References:	I.C. § 33-4601, et seq.	Advanced Opportunities
	I.C. § 33-6101 et seq.	Opportunities for College and Career Ready Students
	I.D.A.P.A. 08.02.01.250.02	Required Attendance
	I.D.A.P.A. 08.02.01.350	Early Graduation
	I.D.A.P.A. 08.02.03.105	High School Graduation Requirements

Policy History:
Adopted on: 1/8/07
Revised on: 11/12/07, 12/8/08, 4/13/09, 9/16/19

TROY SCHOOL DISTRICT #287

2000 - INSTRUCTION

High School Graduation Requirements - Publication of Graduation Requirements 2700P

Prior to registering for high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students shall be expected to earn a total of __46____ credits (Note: Starting with the class of 2028, a minimum of 46 semester credits is required to complete graduation requirements. One credit shall be equal to 60 hours of instruction. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction is 30 credits:

Secondary Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech, Debate, or activities meeting the Idaho Speech content standards	1 credit	
Mathematics		6 credits*
Algebra I (or meets Algebra I standards)	2 credits	
Geometry (or meets Geometry standards)	2 credits	
Secondary Mathematics of the student's choice	2 credits	

Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12 may be counted as mathematics.

**Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit*

Science		
Secondary Science		6 credits*
*(4 credits shall be required from at least two of the four content areas: physics, chemistry, earth and space or life science. An additional two credits may include applied sciences, physics, chemistry, earth and space science, life science, engineering or computer science. Students who choose to take computer science and dual credit engineering may not concurrently count such courses as both a mathematics and science credit.)		
Social Studies		5 credits
Government	2 credits	
US History	2 credits	
Economics and Financial Literacy	1 credit	
Fine Arts or World Languages		2 credits
Interdisciplinary humanities, visual and performing arts, or Foreign language	2 credits*	
*Literature, history, philosophy, architecture, or comparative world religions may satisfy this requirement if the standards of the course are aligned to Interdisciplinary Humanities content standards.		
Health/Wellness		1 credit*
* Course must be aligned to the Idaho Health Content Standards.		
Each student shall receive a minimum of one training on CPR training as outlined in the American Heart Association) Guidelines for CPR to include the proper use of an automatic external defibrillator (AED) as part of the Health/Wellness course.		
Digital Literacy (starting with the class of 2028)		1 credit

Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9th grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for that course. The student shall be given a grade for the successful completion of that course, and their grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. The student's parent/guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent/guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school.

Future Readiness Project

Beginning with the class of 2028, a student shall complete a Future Readiness Project by the end of grade 12. Future Readiness Projects are an individualized student project and shall include an experiential component, such as work-based, service-based, research-based, or portfolio-based experience in which the student demonstrates acquisition of the Idaho College and Career Competencies adopted by the Idaho State Board of Education. The project does not have to be a course and can be completed throughout a student's high school experience. The project may be accomplished through apprenticeships, internships, volunteer work, and extracurricular activities related to real-world skills acquisition.

The class of 2026 and 2027 shall complete the Future Readiness Project by completing a senior project that includes a written report and oral presentation by the end of grade 12. Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs at the discretion of the District. The project must include elements of research, development of a thesis using experiential learning or integrated project-based learning experiences, and a presentation of the outcome. Additional requirements for the senior project are at the discretion of the District.

Completion of a post-secondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement.

Localized Pathway

The Board directs the Superintendent to establish and post on the District's website two localized pathways by June 30, 2026. Each pathway will be a framework of locally provided offerings that identify core and elective credits, assessments, and other opportunities aligned to post-secondary outcomes.

Civics Test

All secondary students must successfully pass the civics test or alternate path. In this policy, "civics test" means the 100 questions used by officers of the United States Citizenship and Immigration Services as a basis for selecting the questions posed to applicants for naturalization until the beginning in the 2027-2028 school year. Starting at that time, the District will instead administer the new civics test adopted by the State Board of Education.

Any student who participates in a United States Government and Politics course and an associated college credit-bearing examination shall be deemed to have met this requirement.

The method and manner of administering the civics test shall be in accordance with the requirements set by the State Superintendent of Public Education or their designee. A student may take the civics test at any time after enrolling in grade 9 and may repeat the test as often as necessary to pass the test. The District will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student’s Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived except as outlined in the Early Achievement of College/Career Readiness and Flexible Schedule portion of this policy. However, in rare and unique hardship circumstances, the principal may recommend, and the Superintendent may approve, minor deviation from the graduation requirements.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs. Possible examples include summer school, college and university courses, correspondence courses, online/virtual courses, career-technical courses, work-based learning opportunities, extended learning opportunities, and mastery-based education.

Credit for work experience may be offered when the work program is a part of and supervised by the school and, in the case of activities awarding credit for core academic courses, meets the required Idaho Content Standards.

All classes attempted at Troy Junior Senior High and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and used in the calculation of Grade Point Average (GPA) and class rank. Credit shall be awarded only once regardless of repetition of the course.

Honor Roll

A student must have a minimum GPA of _3.5__to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

Class Rank (GPA)

Class rank is compiled from course grades. Courses not eligible for inclusion when calculating the GPA, such as pass/fail courses, are designated with an asterisk on the report card.

Early Completion of Graduation Requirements

A student who completes all of the graduation requirements set forth above prior to the completion of eight semesters of school attendance in grades 9 through 12 may petition the Superintendent and Board for early graduation by submitting such a petition to the Superintendent through the building principal. The Superintendent shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

Early Achievement of College/Career Readiness and Flexible Schedule

A student may, at the student's option and upon notification to the student's school, be relieved from completing their remaining high school graduation requirements and apply for a flexible schedule or graduate early if the student:

1. Is at least 16 years of age;
2. Maintains a cumulative 3.5 grade point average;
3. Obtains permission from a parent/guardian, if under the age of 18;
4. Achieves a college and career readiness score;

5. Files the following with the school:

    1. Notification of their intent to take a flexible schedule OR graduate early;
    2. The student's participation portfolio; and
    3. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include their future plans using the flexible schedule or early graduation;

6. Completes the following:
    1. The required civics test;
    2. The economics credit, government credits, and senior project required to graduate. A student's senior project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

Students eligible for a flexible schedule may be relieved from high school graduation requirements in order to:

1. Take elective courses, career technical education programs, or courses selected by the student which are available within the District;
2. Participate in apprenticeships or internships;
3. Act as a tutor at any grade level; or
4. Engage in such other activities identified by the Board.

A student who is granted a flexible schedule must adhere to the plan submitted to the school as a part of their eligibility. Students who are under 18 may modify their plan with the approval of the student's parent/guardian.

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedule as well as create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced Opportunities funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Legal References

IC § 33-1614
IC § 33-4601
IC § 33-6101 et seq.
IC 33-1602

Procedure History:
Adopted on: 1/8/07, 12/13/2021, 4/8/2024
Revised on: 12/12/07, 12/8/08, 4/13/09, 9/16/19, 6/29/20, 11/8/2021, 3/11/24, 10/12/26

2000 - INSTRUCTION

Alternative Measure to the Idaho Standards Achievement Tests 2710

Overview and General Description

Idaho Administrative Code requires students to demonstrate proficiency of tenth grade achievement standards by passing the Reading, Mathematics, and Language Usage tests on the spring ISAT-10. Students who have not passed one or more sections of the ISAT by the fall of the senior year may appeal to the Troy School District Board of Trustees to be granted the opportunity to demonstrate proficiency through an alternate graduation mechanism utilizing the Idaho PLATO Learning Network (IPLN). PLATO tutorial and tests are aligned to the Idaho Content Standards measured by the Idaho Standards Achievement Test (ISAT) and are reliable and valid assessments. Using PLATO, students must demonstrate mastery in areas of deficiency identified by the ISAT-10 in order to graduate.

The procedure for student appeals will be as follows:

1. Before utilizing an alternate measure of proficiency for graduation, a student must be: 1) enrolled in a special education program and have an Individual Education Plan (IEP); or 2) enrolled in a Limited English Proficient Program for three (3) academic years or less; or 3) enrolled in the fall of the senior year.

2. A student who has not demonstrated proficiency on one or more sections of the ISAT 10 may appeal to the local board of trustees to be granted permission to utilize the Troy School District alternative graduation mechanism.

3. Once a student's appeal is granted, the student must demonstrate proficiency in areas where proficiency was not demonstrated on the ISAT 10.

4. Choices students have to demonstrate proficiency through the appeal process are as follows:
    a. Idaho Alternate Assessment (IAA) for those students who qualify by having a current IEP in place.
    b. Pass another state proficiency assessment (transfer students only).
    c. Complete PLATO Learning Network modules that correlate to ISAT-10 proficiency levels.
    d. Meeting all requirements of the Graduation Plan included in an Individual Education Plan.

5. The district alternative measures are aligned to state content standards and are based on academic proficiency and performance.

2000 - INSTRUCTION

Alternative Measure to the Idaho Standards Achievement Tests 2710

Alignment of PLATO to Idaho Content Standards and Subject Areas

PLATO has developed Alternate Graduation Learning Paths that correlate to the ISAT-10 standards-based reporting categories in Reading, Mathematics, and Language Usage. For example, NCLB ISAT reporting categories for Reading include Reading Process and Comprehension/Interpretation. In 2006, PLATO aligned its curricula to the Idaho Content Standards. PLATO offers Learning Paths, including tutorials and assessments for each of these categories. Electronic tutorials are available to students to provide individualized instruction in specific areas of deficiency. Performance on mastery assessments in the Learning Paths specific to individual student ISAT-10 deficiencies will determine whether a student is proficient. A student is required to demonstrate a minimum of 80% proficiency on a minimum of 70% of the modules within each Learning Path that is being measured.

Validity and Reliability of PLATO

The Overview of the Research Base of PLATO: Technical Paper # 12, published in 2004 (accessible at http://www.PLATO.com) summarizes the results of 44 studies by independent evaluators from universities and research centers. Schools from a wide cross-section of the country participated, and student gains are impressive in many cases.

Cross Reference: Policy 2700 & 2700P High School Graduation Requirements

Legal Reference:
IDAPA 08.02.03.105 Graduation from High School
IDAPA 08.02.03.107 High School Graduation Standards

Policy History:
Adopted on: 12/8/08
Revised on: 12/16/11

High School Graduation Requirements – Specialty Diplomas **2715**

STEM Diploma

The Board may award a STEM Diploma to every student enrolled in the School District who meets the requirements of graduation established by the School District and also completes the following:

1. Eight credits in mathematics;
2. Eight credits in science; and
3. Five credits in the students' choice of any or all subjects of science, technology, engineering, or mathematics.

The official transcript will indicate the specific courses taken and level of achievement.

Literacy Diploma

The Board may award a Bi-Literacy Diploma to every student enrolled in the School District who meets the requirements of graduation established by the School District, demonstrates proficiency in English, and meets one of the following requirements:

1. Passes a foreign language advanced placement exam with a score of 3 or higher; or
2. Passes an international baccalaureate examination with a score of 4 or higher; or
3. Demonstrates intermediate mid-level proficiency or higher in the world language based on the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines; or
4. Qualifies for four competency-based credits by demonstrating proficiency in the world language at the intermediate mid-level or higher based on the ACTFL guidelines; or
5. Demonstrates proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the State Board of Education.

To receive this specialty diploma, students are not required to complete more than the total credits required to graduate.

Workforce Readiness and Career Technical Education Diploma

The Board may award a Workforce Readiness and Career Technical Education Diploma to every student who successfully completes all minimum graduation requirements as well as the following:

1. Complete a CTE pathway that culminates with a capstone course as a junior or senior;

2. Successfully passed a technical skills assessment;

3. Successfully passed the workplace readiness assessment; and

4. Demonstrated competency in career technical education program standards as identified with "Skillstack" or a successor program and earned the workforce readiness badge or an industry certification approved by the Division of Career Technical Education for this purpose.

To receive this specialty diploma, students are not required to complete more than the total credits required to graduate. A student may earn their last year of Math and English credits through a practical math or technical writing course.

Each student is encouraged to earn a relevant industry certification.

Cross References:	2700	High School Graduation Requirements
	2700P	High School Graduation Requirements
Legal References:	I.C. § 33-523	STEM Diploma
	I.C. § 33-524	Biliteracy Diploma
	I.C. § 33-526	Workforce Readiness Diploma
	I.D.A.P.A. 08.02.01.250.02	Required Attendance
	I.D.A.P.A. 08.02.01.350	Early Graduation
	I.D.A.P.A. 08.02.03.105	High School Graduation Requirements
	I.D.A.P.A. 08.02.03.1802	STEM Diploma Math Exemption

Policy History:
Adopted on: 10/8/18, 9/13/2021
Revised on: 8/9/2021
Reviewed on: 3/23/2026

Participation in Commencement Exercises **2720**

A student's right to participate in the commencement exercises of Troy High School's graduating class is a privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the state and local requirements for graduation before the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

Additionally, only students enrolled in a program approved by the school during the last semester will be allowed to participate in graduation exercises.

Organization and Content of Commencement Exercises

Beginning in 2013, Commencement Exercises shall be scheduled annually at 7:00 p.m. on the Friday evening of the week containing the last day of school for the year.

Management of the ceremonies will be the responsibility of the high school Principal.

It is the policy of this district to have graduating seniors address the other participants and audience at the commencement ceremony. The student speakers will be selected as follows:

1. The class valedictorian(s), determined at the end of the first semester of the senior year**;**
2. The class salutatorian(s), determined at the end of the first semester of the senior year.

The student speakers may deliver a personal address of any nature so long as it is appropriate for the circumstances and is not disruptive to the ceremony. The School Principal and Senior Class Advisor may establish time periods to limit the length of the student's presentation. The content of the student's presentation at the commencement ceremony shall be monitored or otherwise previewed by the District officials to ensure that there is no conflict with the Establishment Clause found in the First Amendment to the United States Constitution, the Idaho Constitution or the laws of the state of Idaho.

The following statement shall be printed on the graduation program:

> The Board of Trustees of Troy School District No. 287 neither promotes nor endorses any statements made by any person involved in the graduation ceremony. Any communication by participants in this graduation ceremony is the private expression of the individual and is not intended to reflect the opinions or beliefs of the District, the Board of Trustees, administration, or other students.

Participation in Commencement Exercises (continued) **2720**

Legal Reference:

United States Constitution-1st Amendment
Art. 9, Sec. 6, Idaho Constitution – Religious Test and Teaching in School Prohibited
I.C. 33-1603 Sectarian Instruction Forbidden
I.C. 33-512 Governance of Schools
I.C. 67-5909 Acts Prohibited

Policy History:

Adopted on: 1/8/07
Revised on: 11/12/07, 12/8/08, 2/6/12

Accreditation Objectives **2800**

Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. The District uses the standards of the Accreditation Commission for secondary education, serving grades 9 through 12, as required by law. Accreditation is voluntary for elementary schools, grades K through 8.

The District will timely submit an annual accreditation report to the State Board of Education.

Continuous Progress Education

The Board acknowledges its responsibility for developing and implementing a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from the elementary through secondary school.

The Superintendent is directed to develop instructional programs that will enable each student to learn at the student's best rate. The instructional program shall strive to provide:

1. Placement of a student at the student's functional level;
2. Learning materials and methods of instruction considered to be most appropriate to the student's needs; and
3. Evaluation to determine if the desired student outcomes have been achieved.

Each year, the Superintendent shall determine the degree to which such instructional programs are being developed and implemented. Accomplishment reports submitted annually shall provide the Board with the necessary information to make future program improvement decisions.

Legal Reference:	I.C. § 33-119	Accreditation of Secondary Schools – Standards for Elementary Schools
	IDAPA 08.02.02.140	Accreditation

Policy History:
Adopted on: 1/8/07
Revised on: 11/12/07, 12/8/08, 5/11/09, 10/25/21